

Research Note 82-24

AD A119877

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RASCH MODEL ANALYSIS WITH THE BICAL
COMPUTER PROGRAM

Benjamin D. Wright and Ronald J. Mead
The University of Chicago

BASIC RESEARCH

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September 1976

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER Research Note 82-24	2. GOVT ACCESSION NO. <i>AD-4119877</i>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) RASCH MODEL ANALYSIS WITH THE BICAL COMPUTER PROGRAM	5. TYPE OF REPORT & PERIOD COVERED Interim	
7. AUTHOR(s) Benjamin D. Wright and Ronald J. Mead	8. CONTRACT OR GRANT NUMBER(s) DAHC19-76-C-0011	
9. PERFORMING ORGANIZATION NAME AND ADDRESS The University of Chicago	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q161102B74F	
11. CONTROLLING OFFICE NAME AND ADDRESS The US Army Research Institute for the Behavioral and Social Sciences. 1300 Wilson Boulevard, Arlington, Virginia 22209	12. REPORT DATE September 1976	
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)	13. NUMBER OF PAGES 107	
	15. SECURITY CLASS. (of this report) UNCLASSIFIED	
	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE	
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Mathematical models Pistol marksmanship Measurement Rasch model BICAL computer program		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Rasch Model is the mathematical formulation of any measurement situation, either physical or psychological, for which the relevant statistic can be expressed in terms of the number of successes (or number of targets hit, items correct or marks exceeded). The model specifies an efficient and reasonable way to make objective inferences from observations to variables. The concept and development of the model is discussed, emphasizing application to measurement of psychological variables. The BICAL program, a FORTRAN program to test		

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the parameters, is described, with application to military police marksmanship data used as an illustration.

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**RASCH MODEL ANALYSIS WITH THE BICAL
COMPUTER PROGRAM**

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5001 Eisenhower Avenue, Alexandria, Virginia 22333**

**Office, Deputy Chief of Staff for Personnel
Department of the Army**

September 1976

**Army Project Number
2Q161102B74F**

Basic Research

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I. THE NEED FOR OBJECTIVE MEASUREMENT

The Definition of Variables

Work in the behavioral sciences has been hampered by the notion that "measurement" has a different meaning for them than for the physical sciences. But it is fundamental in all scientific investigation to abstract from experience simple ideas which organize the complexity in useful ways. Useful ideas, often called "variables," are drawn from the scientist's careful observations of his experience, but they are necessarily over-simplifications intended to be meaningful for a particular purpose. Another scientist with other purposes may construct a different set of variables to summarize similar experiences. Ideas come to be generally regarded as "true" only when (and so long as) they are useful in predicting outcomes among an interesting class of possible events.

After supposing his variable, the scientist attempts to establish its definition by collecting, validating and calibrating observations that provide information about it. Once the observations with which to measure a variable have been specified and calibrated, the scientist has established an operational definition of that variable. He can then proceed in an orderly way to study the formulation of general principles about the processes involved and to predict the outcomes of other situations involving these processes.

The Measurement of Variables

Even carefully defined observations are of little interest in themselves. They are seldom chosen only for their own sake but rather for the information they contain about

the "variable", which is supposed to lie behind them. In order to extract this information we must attempt to specify explicitly the supposed relationship between observation and variable. It is the specification of this relationship that enables us to make inferences about the amount of the variable that each object possesses and so to make comparisons among objects based on the inferred variable.

The intent of this approach is to become free from the particular observations taken. If the observations are appropriate and the inferences correctly drawn, we want to need nothing else about them. We want to be able to make whatever comparisons we choose, among objects or among different occasions for the same object, regardless of which observations were made in each instance. Even though some observations are necessary to infer the amount of the variable present, once that is done, we want to be no longer bound to them.

These ideas can be illustrated with a simple example. A person entering a room might observe that he looks up to some people standing in the room and down to others. This might lead him to hypothesize the existence of a "height" variable. He might then decide to carry with him a stick with marks at various distances from the end and to observe for each person the number of marks exceeded. This would permit him to make judgements about the amount of height each person possesses that are more precise than "taller than me" or "shorter than me".

If the man developed a means for translating the number of marks passed into the height of the person, i.e. a model, it would be possible for him to compare any person's measure (i.e., the height inferred by the model from the number of marks passed) with any

other measure obtained from any other stick that has been connected to the same variable.

The sticks need not be the same length nor have the same number of marks nor have the marks at the same intervals, so long as each has been properly connected to the variable "height".

In addition to freeing him from the necessity of always using the same (or identical) sticks, the model relating the observation to the variable must also provide him with the means for assessing the validity of the measurement. If a person is measured twice and the two measures are not the same, within statistical limits due to the precision of the instruments, he would conclude that the person has not been properly measured and without additional information would be at a loss to know which of the measures, if either, should be associated with the person.

Because the measurement permits the comparison of every new measure with all previous measures for the person, with a little experience, our observer could come to recognize characteristics of sticks and persons which lead to measures that persist from trial to trial. The measurement model is essential in this process because it provides a framework for recognising when an observation is surprising. If we know a person once passed say, 117 marks on some stick and we now observe that he passes 37 marks on another, we cannot tell if this is a surprising result unless both observations can be connected to the same fundamental variable. By knowing when to be alarmed, an observer can quickly learn, for example, that flexible round-ended sticks often give unpredicted results and that the height of people cannot be measured reliably when they are running or jumping.

Height is so familiar that we feel we can observe it directly. But, in fact, we cannot "observe" the height of an unfamiliar object when it is viewed in complete isolation. Like all other variables, our observation of height involves a series of comparisons of the unknown object with some available calibrated instrument.

The units of measurement for height are equally familiar and arbitrary. Their importance and usefulness is only because they have been defined and the definitions accepted by everyone who measures height. The statement that a person is six feet in height now specifies his height unambiguously with no further information required about how the measure was obtained. This was not the case when the standard of measure was the king's foot.

Psychological measurement is not different in principle from other kinds of measurement but at this point there is little consensus about what variables are important (i.e. useful, in general) and what units are convenient to measure them. The following example should help clarify the parallels between physical and psychological measurement.

An observer of military training might hypothesize the existence of a marksmanship variable, that soldiers vary in the amount of this variable that they possess and that they must possess a certain amount in order to be competent soldiers. (It should be noted that this last hypothesis goes beyond measurement. The consideration of how to determine the amount of the height variable that a person possesses did not involve decisions about how much he should have. Only after obtaining a satisfactory measure of the variable can we begin to investigate the relationship with other variables to establish what amounts of height or marksmanship are required for particular situations.)

One plan for studying marksmanship would be to follow each soldier through his career and observe when his level of marksmanship was adequate and when it was not. While at the end we would know a great deal about those particular soldiers, we would not be able to make comparisons among them, since it is unlikely that we would have comparable data for any two. It would be equally impossible to predict their success in any new situations with any degree of precision.

We would prefer to structure the situation so that observations relevant to marksmanship can be accumulated quickly, efficiently and economically. We might decide that useful observations could be generated from the task of firing at a target on a practice range. While this obviously does not involve all factors that might be considered, it could be argued that it does contain an important element that is common to any situation for which marksmanship would be involved. Knowledge of the variable defined by the observation of firing at a target should enable us to make reasonable predictions about the outcome of more complex situations.

But the number of times the person succeeds in hitting the target is no more the measure of his marksmanship than is the number of marks passed on a stick a measure of his height. The number of hits will depend on the size, distance, etc of the target (i.e., its difficulty) as well as the person's skill. We require a model to remove the effect of target difficulty and to translate the observation into a measurement about the person. With this accomplished we no longer need worry about presenting identical targets to every person any more than we need to measure their height with identical rulers. All we need are calibrated targets.

Selection of the task and the measurement model are crucial. There is no reason to expect that every observation can be converted into the measure of the variable we

want or that every mathematical function that transforms discrete counts into continuous "variables" will be equally useful. In order to understand what is required of these, we need to develop more fully what it is reasonable to require of a "measurement."

The Requirements for Good Measurement

At the very least, a good measurement model should require that a valid test satisfy the following conditions:

1. A more able person always has a better chance of success on an item than does a less able person.
2. Any person has a better chance of success on an easy item than on a difficult one.

It follows from these conditions that the likelihood of a person succeeding on an item is the consequence of the person's position on the variable (his ability) and the item's position on the same variable (its difficulty) and that no other variables influence the outcome. This implies that the difficulty of an item is an inherent property of that item which adheres to it under all relevant circumstances without reference to any particular population of persons to whom the item might be administered.

A major consequence of these conditions is that it is possible to derive an estimator for each parameter that is independent of all other parameters. All information about a person's ability expressed in his responses to a set of items is contained in the simple unweighted count of the number of items which he answered correctly. Raw score is a sufficient statistic for ability. For item difficulty, the sufficient statistic is the number of persons in the sample who responded correctly to that item.

These common sense requirements enable us to formulate an explicit mathematical model and to use this model to assess the appropriateness of the observations for furnishing information about the variable we are seeking. These requirements are also deceptively demanding. Successful measurement depends on achieving sufficient control with respect to the observations taken, so that their variations differ only along a single variable. Even though persons differ in many ways, their measurement becomes possible only when one of these dimensions dominates the behavior prompted by the items administered. Even when items differ on a number of factors, they can be successfully used for measurement if the responses of persons can be dominated by only one of these factors. Thus measurement can succeed despite multidimensionality, when the multidimensionality is controlled so as not to be shared actively by both persons and items. Two examples should help make this clear.

Two types of items: Suppose we wish to measure "general mental ability" and to do this devise an instrument containing both reading comprehension and mathematical computation items. While this instrument is clearly two dimensional, measurement with it could succeed in situations where either

- 1. there is no person variable which affects the probability of success for the reading items differently than for the math items,
- 2. math ability and reading ability are so highly correlated in the population that they do not appear different.

In either case we should not care whether measurements were made entirely with reading items, entirely with math items, or any mixture in between, since all items measure the "same" variable. In the first case, there is only one variable (perhaps called "general

mental ability"). In the second, there are two but since they are so highly correlated a person high on one is high on the other. We can measure math ability with reading items and reading ability with math items, if we choose. It does not matter whether we call the resulting measure math, reading or general ability. However, if we try to assert that both types of items are necessary for a "fair" measurement and become involved in setting the correct proportion of each, we have admitted the multidimensionality of the situation and must instead measure the two variables separately with items appropriate to each. (If we are still interested in one number we could then argue about how the two measures could be combined into a single index.)

It is only possible to measure a person, who always has many different abilities, on one variable by carefully constructing an instrument which addresses just that one variable. We may sometimes get by with a multidimensional instrument, since the two alternatives above--one variable versus two highly correlated variables--are not distinguishable in data, but, when we use an instrument of items readily classifiable into two or more types, its (effective) unidimensionality must be corroborated with each new sample.

One type of item with extraneous variables: A contrasting case can be illustrated by considering the measurement of problem solving ability with an instrument composed of word problems. Proficiency on this instrument requires many abilities in addition to problem solving, not the least of which is the ability to read the language in which the problems are written. If the reading ability of every person is well above the readability of the problems, differences among items or persons in this respect will not affect performance on the instrument. However, if any person has difficulty reading

the problems, his measure of problem solving ability will be biased downward by this interfering factor. His probability of success will be influenced by the interaction between his reading ability and the readability of the problem. This can, of course, be eliminated by regulating readability to be well below the reading ability of the target population. Then, although the persons may still vary in their ability to read, variation in their scores on this instrument will be due to their variation in problem solving ability alone.

This case differs from the preceding one in that the items are of one type but each has a "difficulty" on two variables. As long as all persons are sufficiently able readers, the instrument can be used to measure problem solving ability. Theoretically, such an instrument could also be used to measure reading ability among very able problem solvers who were poor readers.

Random guessing on multiple-choice items is another instance of extraneous variation. Persons who are guessing succeed on difficult items more often than their abilities would predict. This makes them appear more able, when more difficult items are administered, since their frequency of success does not decrease as difficulty increases. A similar but opposite effect occurs when able persons become careless with easy items, making them appear less able than they are.

Such items "measure" two variables--the ability of interest and the tendency to guess or to become careless. The "guessingness" of the item may or may not be a simple function of the difficulty on the main variable but for the person two different variables are involved. The measure of either variable is threatened by the presence of the other.

These forms of multidimensionality have in common the attribute that different subsets of the items produce non-equivalent estimates of person ability and different subsamples of persons produce different estimates of item difficulties. This contradicts the requirements for good measurement specified in the Rasch model.

Unequal Item Discriminations: No discussion of disturbances in measurement is complete without mention of item "discrimination." Rasch's derivation of what is required in order to achieve objectivity (i.e., measures of person ability that are free of the sets of items administered, and calibrations of items that are free of the samples of persons used) leads to a model which rules out a parameter for item discrimination. If measurement objectivity is to be achieved, the situation must be arranged so that a parameter for discrimination is not necessary.

When the problem is approached from other perspectives, for example, when the observations are considered so valuable that the data are allowed to determine the form of the model, regardless of the effect on measurement, item discrimination is almost always included as a parameter. A model with a discrimination parameter (or any other additional parameter) will recover the observed data more completely than one without, but it is not at all clear when that is done what bearing the resulting "estimates" of discrimination can have on the generalizability and reproducibility of the situation. It remains to be settled whether discrimination "estimates" pertain to stable, meaningful parameters that are useful in characterizing future outcomes of similar situations or whether they are only temporarily useful as descriptive statistics for diagnosing trouble in one set of observations.

In theory, item discrimination is a measure of the amount of information an item contains about the quantity of the variable that a person possesses. In practice, it is better described as an index of the correlation over the sample of the item score with the operationally defined variable. These correlations can be "high" or "low" for the wrong reasons.

With the problem solving example, if the items vary in readability and their readability is near enough to the reading level of the persons so that some persons have difficulty reading some items, then these items will appear to vary in their power to discriminate along the problem solving scale, due to their connection to readability.

If the calibration sample is drawn from one population, items which no one is able to read will have no relationship to problem solving ability and items which everyone reads without difficulty will be the purest instances of the relevant behavior. Hence, the highest "discriminations" will be associated with items dominated by the variable of interest and the lowest will be for items most influenced by other factors.

However, if the calibration group consists of samples from two populations which have identical distributions of problem solving ability but differ in their reading ability, the group with the better readers will tend to score higher on the test. Then the items which are the most effective at separating the high and low scorers will be the items most influenced by readability. Therefore, in this instance, the items with the highest apparent discriminations will not be the ones with the strongest relationship to the variable of interest but rather the ones with the strongest relationship to the dimension along which the populations differ most, namely readability.

Models which include an item discrimination parameter will appear to "explain" data from either of these situations. Both, however, violate the undimensionality

assumptions employed by these other models, as well as by the Rasch model. Therefore, we are in the unfortunate position of having data which seem to fit the model although they do not comply with the requirements of unidimensionality. The Rasch model avoids this potential danger by uncovering unacceptable variation in discrimination and avoiding discrimination as an item parameter.

A situation for which it is sometimes argued that a discrimination parameter is legitimate is one in which the items vary in the amount of random fluctuation inherent in them. This is analogous to items differing in their factor loadings. But even in this case the requirements for good measurement given previously are not satisfied. Before we sacrifice this, we should consider what it means for items to differ in their inherent error and decide what it is reasonable to do about it.

It is difficult to construct examples of items that vary in information which cannot be explained by the presence of additional factors. One possible case might be an instrument containing both multiple-choice and completion items. They could both reflect the same variable but, since different behaviors are required, they might differ in their relationship to the variable. We might expect a completion item, which requires the person to recall and write in the correct answer, to discriminate more sharply than an item which only requires the person to recognise the answer. Recognition items give the person who does not recall or recognise the correct response the opportunity to eliminate responses he knows to be incorrect, thereby increasing his chances of choosing the correct one. If his success at this is related to his position on the latent variable, not to his "test-wiseness" or any other extraneous factor, intelligent guessing of this sort can provide information about the variable of interest.

But this problematic situation is easily avoidable by simply not mixing items requiring obviously different behaviors on the same elementary instrument. The influence of extraneous factors on the outcome is a problem for all response models. The Rasch model is less susceptible to this source of confusion, since it is not so readily adaptable to mixed influences. Previous research (Panchapakesan, 1969; Wright and Panchapakesan, 1969) indicated that the tests of fit for the Rasch model are sensitive enough to such disturbances to protect measurements from deterioration due to them.

The Rasch Logistic Response Model

George Rasch (1960) provided a rethinking of the measurement problem which overcomes most of the deficiencies of traditional analysis and avoids the theoretical complications of the other latent trait models. Rasch's stochastic response model describes the probability of a successful outcome of a person on an item as a function of only the person's ability and the item's difficulty. Using only the traditional requirement that a measurement be based on a set of homogeneous items monotonically related to the trait to be measured, Rasch derived his measurement model in the form of a simple logistic expression and demonstrated that in this form the item and person parameters are statistically separable. Andersen (1973a) elaborated and refined the mathematical basis for the model. Wright and Panchapakesan (1969) developed practical estimation procedures that made application of the model feasible.

Rasch's model, while based on the same requirement of the sufficiency of total score relied on by traditional methods, offers new and promising opportunities for advancing our understanding of measurement and departures from it. Since the parameters

of the model are separable, it is possible to derive estimators for each parameter independently of the others. The logistic transformation assigns an ability of minus infinity to a score of zero and plus infinity to a score of one hundred percent. This eliminates the bounds on the ability range and puts the standard errors of measurement into a reasonable relationship with the information provided by observed score. The tests of item fit which are the basis for item selection are sensitive to high discriminations as well as to low and so lead to the selection of those items which form a consistent definition of the trait and to the rejection of exceptional items. Finally, the explicitness of the mathematical expression of the model facilitates statistical statements about the significance of individual person-item interactions and so makes both a very general and a very detailed analysis of misfit possible.

The Rasch model provides an explicit framework for comparing observed with expected outcomes. The expected outcome of administering an item to a person is that predicted by the model assuming that the item is appropriate with respect to that person and that the person was adequately motivated to bring his full ability to bear on the item. The model permits us to assess the likelihood of the observed result, and hence, to make statements about the appropriateness of the particular item for the particular person.

Objective measurement eliminates many of the problems that have plagued test users. The Rasch model is both necessary and sufficient for objectivity in measurement. To best utilize the power of this model, we need to develop fully the concepts and mathematics related to it. Chapter II provides this development. The first section reviews the philosophy and concepts presented by Rasch and his students. Section

two derives the estimating equations for the Bernoulli (i.e. one trial per task) form and then generalizes to the Binomial form (several trials per task). Finally goodness of fit tests are presented for assessing the adequacy of the calibration.

CHAPTER II

DEVELOPMENT OF THE RASCH MODEL

Rasch's development of his approach to measurement places central emphasis on the concept of "specific objectivity". (Rasch, 1960, 1961, 1967, 1968; Wright, 1968.) The problem of measurement is to make comparisons among two or more persons (more generally, "objects") or two or more items ("agents") using the information from the interaction of the objects with the agents. In psychometrics, we often begin by determining the characteristics of items based on an administration to a sample of people but our ultimate aim is to compare the performance of people on a set of items.

By "specific objectivity", Rasch means a comparison of any two persons, derived from a set of person-item interactions, which is independent of all item parameters and of all person parameters other than the two in question. Similarly, a statement about two items is independent of all person parameters and all other item parameters.

While such a property is highly desirable (Loevinger, 1947), it is not a natural consequence of person-item interactions but must be specifically built into the measurement process for every situation. The more natural circumstance is for every person to bring many abilities into every confrontation with an item. Unless the item is carefully constructed to tap only one of these abilities, the process will be governed by any number of person or item characteristics.

Rasch (1960, 1961) based his development of a measurement model on the following assumptions:

(a) the probability of a correct response to item i by person v is entirely governed by

$$P(X_{vi} = 1 | v, i) = \frac{\theta_{vi}}{1 + \theta_{vi}} \quad \theta_{vi} \geq 0$$

(b) in which the situational parameter θ_{vi} is the product of two factors

$$\theta_{vi} = \xi_v \epsilon_i$$

where ξ_v pertains to the person and ϵ_i to the item, and

(c) all answers, given the parameters, are stochastically independent.

It is clear from (a) that θ_{vi} represents the odds of success and from (b) that ξ_v is the ability of person v and ϵ_i is the easiness of item i .

The separability (also called "latent additivity") of the parameters shown in (b) makes possible objectivity in measurement. It follows from this that all information about a person's ability contained in his responses to a set of items is captured by the simple count of correct responses. This permits us to compare the abilities of two persons independently of the items administered.

Following Rasch (1960), the logarithm of the odds of success on item i by person v is:

$$(1) \quad \log \frac{P}{1-P} = \log (\xi_v \epsilon_i) = \log \xi_v + \log \epsilon_i.$$

Therefore the abilities of person v and person u when observed on any item i can be compared, in logistic units, by subtraction:

$$(2) \quad \Delta_{vu}^i = \log \xi_v + \log \epsilon_i - \log \xi_u - \log \epsilon_i = \log \xi_v - \log \xi_u$$

which does not involve the item parameter at all. Actually computing a number to estimate this difference requires us to make use of the sufficiency of total score. Since all the information about ability is contained in the number of correct responses, all persons who have the same score must be assigned the same estimated ability. Therefore, by grouping together the responses of all persons who scored r , we can obtain an estimate of P_{vi} for all v with scores or r :

$$(3) \quad P_{ri} \approx \frac{X_{ri}}{N_r} \text{ where } P_{ri} \text{ is the probability of success on item } i \\ \text{by persons with score } r, \\ X_{ri} \text{ is the number of persons with score } r \text{ who} \\ \text{answered item } i \text{ correctly, and} \\ N_r \text{ is the number of persons with score } r.$$

And so

$$(4) \quad \Delta_{rs}^i \approx \log \left\{ \frac{X_{ri}}{N_r - X_{ri}} \right\} - \log \left\{ \frac{X_{si}}{N_s - X_{si}} \right\}$$

is the difference in ability between a person with score r and a person with score s , estimated with item i . Of course information is usually available from more than one item; statistical techniques which amalgamate the information from all into a single estimate are presented in the next section.

Since all parameters always appear in combination with at least one other parameter, there is an indeterminacy in the system that must be resolved before a particular estimate of a person's ability or an item's difficulty can be calculated. This can be done in many ways; a simple one is to select one item, say item 1, as the reference point and let it

log easiness to zero. This arbitrary choice does not affect the comparison of two persons in expression (2) but it makes it possible to compute a particular estimated ability for each person. From expression (1) the estimated ability, $\log \xi_v$ for score r is now equal to the log odds of success on item 1 for persons with score r .

$$(5) \quad \log \xi_v \approx \log \left\{ \frac{x_{r1}}{N_r - x_{r1}} \right\} \quad \text{if } \epsilon_1 \neq 1$$

Similarly values can be computed for all items other than item 1 by

$$(6) \quad \Delta_{j1}^r = \log \xi_r + \log \epsilon_j - \log \xi_r - \log \epsilon_1 = \log \epsilon_j$$

where Δ_{j1}^r is the difference between the logit for item j in score group r and the logit for item 1 in score group r , or

$$\log \epsilon_j \approx \log \left\{ \frac{x_{rj}}{N_r - x_{rj}} \right\} - \log \left\{ \frac{x_{r1}}{N_r - x_{r1}} \right\}.$$

Once difficulties have been estimated in this fashion, we are able to compare two people, as in (2) above, who did not take the same item.

Andersen (1973a) provides the proof for the other side of specific objectivity. He shows that if raw score is taken as the sufficient statistic for ability, then the underlying model must be the Rasch model. It follows from this that the three assumptions given above are both necessary and sufficient for specific objectivity.

Wright (1968) introduced the terms "sample-free item calibration" and "test-free person measurement." This is not intended to imply that anything can be known about a person's ability without administering some items or that anything can be known about an item's difficulty without giving it to some persons. It does mean, as illustrated above,

that we can obtain estimates of ability that do not depend on the difficulties of the particular set of items we choose to administer. Any other set of appropriate items produce a statistically equivalent estimate for the person.

This avoids some troublesome problems for the test user. It solves the problem of form equating. Once a bank of items has been calibrated (i.e., the difficulty of each item estimated), any form made up of items from that bank has also been calibrated. Its ability estimates are on the common scale of measurement with no further manipulation. This was dramatically illustrated by Rentz and Bashaw (1975) who showed substantial savings in time and money through the use of Rasch techniques over traditional methods of form equating. The logical extension of this property suggests that each person can be administered a test tailored specifically for him and still measures can be obtained that are comparable for all (Wright, 1968, Wright and Douglas, 1975a).

Before presenting a discussion of some of the methods available for obtaining estimates of the model's parameter, we should mention that ability and difficulty will be expressed throughout in "logits" which are arbitrary units of measurement. A person's ability in logits is the natural log odds in favor of his succeeding on an item whose difficulty is at the origin on the scale. In other words, a person with ability 0.0 (i.e., ability equal to the difficulty of an item at the origin) has an even chance (odds 1 to 1) of succeeding on the item since $\log(1) = 0$ or equivalently, from expression (1),

$$(7) \quad 1.0 = \frac{P_{vi}}{1-P_{vi}}$$

or

$$(8) \quad P_{vi} = \frac{1}{2} .$$

Similarly, a person with ability 1.0 has about a three to one chance of success ($\log_e 3$ is approximately equal to 1.0). Logits are used because they are computationally convenient. In connection with this, we will use the notation:

$$\beta_v = \log \xi_v = \text{logit ability for person } v$$

$$-\delta_i = \log \epsilon_i = \text{logit difficulty for item } i.$$

Calibration of Item Parameters

Several methods of estimating item parameters, are treated in detail in Douglas (1975) and Wright and Douglas (1975b, 1976, 1977a, 1977b). They are reviewed below.

Conditional Maximum Likelihood Estimation: The mathematically ideal method is the conditional maximum likelihood approach which follows naturally from the separability of parameters. The estimates were derived in detail by Andersen (1973c). An approximation was developed by Wright (1966). Andersen's derivation begins with the Rasch model:

$$(9) \quad P(X_{vi} | \beta_v, \delta_i) = \frac{\exp[X_{vi}(\beta_v - \delta_i)]}{1 + \exp[\beta_v - \delta_i]} \quad \begin{matrix} X_{vi} = 0, 1 \\ i = 1, L \\ v = 1, N \end{matrix}$$

If this model fully characterizes the interaction between person v and any item i the likelihood of a particular set of responses to L items, denoted by (X_{vi}) , is

$$(10) \quad P\{(X_{vi}) | \beta_v, (\delta_i)\} = \prod_i \left\{ \frac{\exp[X_{vi}(\beta_v - \delta_i)]}{1 + \exp(\beta_v - \delta_i)} \right\} = \frac{\exp[r_v \beta_v] \exp\{\sum_i X_{vi} \delta_i\}}{\prod_i [1 + \exp(\beta_v - \delta_i)]}.$$

This probability is seen to be composed of three parts: $\exp(r_v \beta_v)$ which connects the person's score and his ability; $\exp(-\sum_i X_{vi} \delta_i)$ which connects the data and the item parameters; and the denominator which involves no data.

The probability of observing a given raw score

$$(11) \quad r_v = \sum_i^L X_{vi}$$

is the sum of the probabilities of all possible ways of obtaining the score r . That is,

$$(12) \quad P\{\sum_i X_{vi} = r | \beta_v, (\delta_i)\} = \sum_i \frac{\exp(\beta_v \sum_i X_{vi})}{\prod_i [1 + \exp(\beta_v - \delta_i)]} \quad \text{for all } \sum_i X_{vi} = r$$

or

$$(13) \quad P\{\sum_i X_{vi} = r | \beta_r, (\delta_i)\} = \frac{\exp(r_v \beta_v) \gamma_r}{\prod_i [1 + \exp(\beta_v - \delta_i)]}$$

where γ_r is an elementary symmetric function of the item difficulties which equals

$$\gamma_r = \sum_i [\exp(-\sum_i X_{vi} \delta_i)] \quad \text{for all } \sum_i X_{vi} = r$$

and the summation is over all possible response vectors which sum to r .

The conditional probability of response vector (x_{vi}) given the raw score is found by dividing (10) by (13):

$$(14) \quad P\{(X_{vi}) | r_v, (\delta_i)\} = \frac{\exp(-\sum_i X_{vi} \delta_i)}{\gamma_r}$$

which is an expression in the item parameters that is free of the ability distribution of the persons. This result depends on raw score being a sufficient statistic for ability.

The conditional likelihood of the entire data matrix (X_{vi}) , consisting of the L responses by each of the N persons, is:

$$(15) \quad \Lambda = P((X_{vi})) | (r_v), (\delta_i) = \prod_v \left[\frac{\exp(-\sum_i X_{vi} \delta_i)}{Y_{r_v}} \right]$$

since the observations are stochastically independent given the parameters or their sufficient statistics. Letting $s_i = \sum_v X_{vi}$ and $\prod_v Y_r = \prod_v Y_{r_v}$ we have for the conditional likelihood:

$$(16) \quad \Lambda = \frac{\exp(-\sum_i s_i \delta_i)}{\prod_v Y_{r_v}} .$$

Estimators for the (δ_i) are found by maximizing Λ in the usual way. Details of this and the iterative procedures necessary for obtaining estimates are given by Andersen (1972), Douglas (1975) and Wright and Douglas (1975b).

Unconditional maximum likelihood estimation: While formally correct, the conditional estimation techniques have serious practical problems. The computation of the elementary symmetric functions is quite expensive by the methods now used and incurs unacceptably large roundoff errors for tests of length greater than twenty items. Wright developed a less expensive technique using unconditional maximum likelihood which is reported in detail in Wright and Panchapakesan (1969) and Wright and Douglas 1975b). In their development, the unconditional likelihood of the data matrix is the double product of

P_{vi} over all persons and items. Thus,

$$(17) \quad \Lambda = \frac{\prod_v P(X_{vi} | \beta_v, \delta_i)}{\prod_v \prod_i [1 + \exp(\beta_v - \delta_i)]} = \frac{\exp[\sum_i \sum_v X_{vi} (\beta_v - \delta_i)]}{\prod_i \prod_v [1 + \exp(\beta_v - \delta_i)]}$$

or

$$(18) \quad \Lambda = \frac{\exp(\sum_i \sum_v X_{vi} \beta_v)}{\prod_i \prod_v [1 + \exp(\beta_v - \delta_i)]} \cdot \frac{\exp(-\sum_i \sum_v X_{vi} \delta_i)}{\prod_i \prod_v [1 + \exp(\beta_v - \delta_i)]}$$

Again the responses are stochastically independent given the parameters. (The high correlations that are usually observed among a person's responses to a set of items are due entirely to their common relationship to the person's ability, β_v which the items are attempting to measure.)

The algebra for maximizing this likelihood is less complex if we work with the log likelihood:

$$(19) \quad \lambda = \log \Lambda = \sum_v r_v \beta_v - \sum_i s_i \delta_i - \sum_i \sum_v \log [1 + \exp(\beta_v - \delta_i)] + \varphi \sum_i \delta_i .$$

The final term is included to remove the indeterminacy in the equations that arises because only differences between parameters are estimable.

The φ -term removes the problem here by imposing the restriction that $\sum_i \delta_i = 0$. While almost any restriction on the δ_i would do this particular one is convenient for reasons to be discussed later.

The derivatives needed to obtain the maxima of (19) are:

$$(20) \quad \frac{\partial \lambda}{\partial \beta_v} = r_v - \sum_i \frac{\exp(\beta_v - \delta_i)}{1 + \exp(\beta_v - \delta_i)} = r_v - \sum_i p_{vi}$$

$$(21) \quad \frac{\partial \lambda}{\partial \delta_i} = -s_i + \sum_v \frac{\exp(\beta_v - \delta_i)}{1 + \exp(\beta_v - \delta_i)} + \varphi = -s_i + \sum_v p_{vi} + \varphi$$

$$(22) \quad \frac{\partial^2 \lambda}{\partial \beta_v^2} = - \sum_i \frac{\exp(\beta_v - \delta_i)}{[1 + \exp(\beta_v - \delta_i)]^2} = - \sum_i p_{vi}(1-p_{vi}) < 0$$

$$(23) \quad \frac{\partial^2 \lambda}{\partial \delta_i^2} = - \sum_v \frac{\exp(\beta_v - \delta_i)}{[1 + \exp(\beta_v - \delta_i)]^2} = - \sum_v p_{vi}(1-p_{vi}) < 0$$

Wright and Douglas (1975b) demonstrated that the cross derivatives are small and can be ignored without harming the resulting estimates.

Since both second derivatives are always negative, there can only be one extreme point and it must represent the maximum likelihood. This point can be determined by setting equations (20) and (21) equal to zero and solving. We first need to evaluate φ .

Summing equation (21) over all items,

$$(24) \quad - \sum_i s_i + \sum_i \sum_v \hat{P}_{vi} + \sum_i \hat{\varphi} = 0$$

or

$$(25) \quad - \sum_i \sum_v X_{vi} + \sum_i \sum_v \hat{P}_{vi} + L\hat{\varphi} = 0$$

and since from (20)

$$(26) \quad \sum_i \sum_v X_{vi} = \sum_i \sum_v \hat{P}_{vi}$$

We must have that $\hat{\phi} = 0$. The estimating equations are simply:

$$(27) \quad s_i = \sum_r n_r \hat{P}_{ri} = \sum_r n_r \left[\frac{\exp(b_r - d_i)}{1 + \exp(b_r - d_i)} \right]$$

and

$$(28) \quad r = \sum_i \hat{P}_{ri} = \sum_i \left[\frac{\exp(b_r - d_i)}{1 + \exp(b_r - d_i)} \right].$$

We are able to substitute an r subscript for the v -subscript in (27) because r is a sufficient statistic for ability so persons who attain the same score are indistinguishable as far as our knowledge of their ability is concerned. It is more efficient to perform the summations from 1 to $L-1$ rather than 1 to N .

Since (27) and (28) can not be solved explicitly for b_r and d_i , we must resort to an iterative solution. The simplified Newton-Raphson approach given by Wright and Panchapakesan (1969) works quite well for this.

$$(29) \quad d_i^{t+1} = d_i^t - \frac{s_i - \sum_r n_r P_{ri}^t}{\sum_r n_r P_{ri}^t (1 - P_{ri}^t)}$$

and

$$(30) \quad b_r^{t+1} = b_r^t + \frac{r - \sum_i P_{ri}^t}{\sum_i P_{ri}^t (1 - P_{ri}^t)}$$

The meaning of these expressions can be grasped intuitively by noting that the numerator of each correction term (i.e., the right hand terms) are equations (24) and (25). When this term is zero, the equation is solved and we no longer need modify the estimates. If it is not zero, we adjust the estimate by an amount proportional to this

difference. The scaling factor in the denominator is the derivative of the P_{ri} with respect to the parameter, the change in scale from score units to logit units.

Starting values needed to begin the process can be obtained by computing the d_i assuming the b_r are zero and analogously, the b_r assuming the d_i are zero. From (27) we have

$$(31) \quad s_i = \sum_r n_r \left(\frac{\exp(-d_i)}{1+\exp(-d_i)} \right) = N \left[\frac{\exp(-d_i)}{1+\exp(-d_i)} \right]$$

or

$$(32) \quad d_i^0 = \log \left(\frac{N - s_i}{s_i} \right).$$

From (28) we obtain

$$(33) \quad b_r^0 = \log \left(\frac{r}{N-r} \right).$$

It is clear from any of the estimation equations that zero or perfect scores for either persons or items can not be used to estimate parameters. In (32) and (33), this would lead to either zero or infinity for which the log function is not defined. In (29) and (30), the process could not converge unless all P_{ri} were zero or one, which can not happen unless the abilities or difficulties are plus or minus infinity.

In light of this, the first step in the estimation process must be the elimination of zero and perfect scores. This process may require more than one cycle since the elimination of an item which every one answered correctly necessitates the elimination of all persons who only answered that one item correctly, and so forth.

A second problem is that the unconditional maximum likelihood estimates are biased (Andersen, 1973b). For the case of a two item test it can be shown that the difficulties are biased by a factor of two. Wright and Douglas (1975b), based on earlier work by Wright (1966), demonstrate that for tests of any length L for which $\sum d_i = 0$ the average bias is $(L/L-1)$ and that correcting all difficulties by this factor results in estimates that are virtually indistinguishable from those given by the more expensive but unbiased conditional estimation procedure.

The corrected unconditional estimation algorithm employed by most Rasch analysis programs (e.g., Wright and Mead, 1975) is

- i) Obtain item scores, (s_i), and counts of the number of persons at each score, (n_i).
- ii) Edit these data vectors to remove perfect scores (i.e., $s_i = 0$ or N and $r = 0$ or L) cycling as many times as necessary.
- iii) Define an initial set of (b_r^0) as

$$b_r^0 = \log \left(\frac{r}{L-r} \right), \quad r = 1, L-1$$

- iv) Define an initial set of (d_i^0) as

$$d_i^0 = \log \left(\frac{N-s_i}{s_i} \right), \quad i = 1, L$$

Center the item set at zero by subtracting $d_c = \sum d_i / L$ from each d_i .

- v) Obtain a revised set of (d_i) by the one dimensional Newton-Raphson algorithm until convergence is achieved.
- vi) Using the tentative set of (d_i) as obtained from (v) above, obtain a revised set of (b_r) once again by Newton Raphson.

- vii) Repeat steps (v) and (vi) as often as necessary to obtain stable values for the (d_i).
- viii) Correct for bias by multiplying each d_i by $(L-1)/L$.
- ix) Calculate the approximate (b_p) for these unbiased (d_i).

Cohen's normal approximation: As a final alternative to the problem of estimating item difficulty parameters, Wright and Douglas (1975b) present the details to a very inexpensive procedure that was suggested by Cohen in 1973. This procedure assumes that person abilities are given by an explicit function of total score, and that the function is completely determined except for a single multiplying parameter which can be obtained by maximum likelihood. This implies that the distribution of both person abilities and item difficulties are adequately characterized by the first two moments. If this is true, the resulting estimates are identical to those obtained by the more expensive procedures just discussed.

The procedure is as follows:

- i) Define the initial values of difficulties and abilities and their variances

in the sample:

$$d_i^0 = \log \left(\frac{N-s_i}{s_i} \right) - d^0 \text{ where } d^0 = \sum d_i / L$$

$$D = \sum d_i^{02} / [(L-1)(2.89)]$$

$$b_r^0 = \log \left(\frac{r}{L-r} \right)$$

$$B = \sum r (b_r^0 - b^0)^2 / [(N-1)(2.89)] \text{ where } b^0 = \sum r b_r^0 / N$$

$$r = 1, L-1$$

ii) Compute the expansion coefficients:

$$X = [(1 + B)/(1 - BD)]^{1/2}$$

$$Y = [(1 + D)/(1 - BD)]^{1/2}$$

iii) Compute the final estimates of the parameters and their standard errors:

$$(34) \quad d_i = Xd_i^0$$

$$SE(d_i) = X[N/s_i(N - s_i)]^{1/2}$$

$$(35) \quad b_r = Yb_r^0$$

$$SE(b_r) = Y[L/r(L - r)]^{1/2}.$$

Although there is only modest experience with this form of the algorithm evidence indicates that for moderately long instruments and more or less symmetrical, unimodal score distributions, it yields estimates well within a standard error of the values obtained from the more expensive methods.

Binomial Extension of the Simple Logistic Model

Not all data is scored dichotomously. However, the ideas and equations of the preceding sections can be extended to more complex cases. Consider a situation in which a subject v receives a score of $0, 1, \dots, m_i$ on an item i . This might be a score on an attitude scale, an aptitude test, or target shooting. If this score is taken to be generated as the result of m_i independent Bernoulli trials, each with probability of success P_{vi} , then the binomial response model

$$(36) \quad P(X_{vi}|P_{vi}, m_i) = \binom{m_i}{X_{vi}} P_{vi}^{X_{vi}} (1 - P_{vi})^{m_i - X_{vi}}$$

describes it (Andrich, 1975). In a given situation we may not be certain that this model (or the specialization we propose) is appropriate, but we can test the fit of the model once the parameters have been estimated.

It is useful to write this model in odds notation by letting

$$(37) \quad P_{vi} = \lambda_{vi}/(1 + \lambda_{vi})$$

where λ_{vi} is interpreted as the odds of success. Then

$$(38) \quad P\{X_{vi} | \lambda_{vi}, m_i\} = \binom{m_i}{X_{vi}} \lambda_{vi}^{X_{vi}} / (1 + \lambda_{vi})^{m_i} .$$

By analogy to Rasch's simple logistic model¹ it seems likely that it will be useful to write

$$(39) \quad \lambda_{vi} = \xi_v \epsilon_i .$$

That is, each λ_{vi} will be taken to be the product of a person parameter ξ_v and an item parameter ϵ_i . With this assumption we have

$$(40) \quad P\{X_{vi} | \xi_v, \epsilon_i, m_i\} = \frac{\binom{m_i}{X_{vi}} (\xi_v \epsilon_i)^{X_{vi}}}{(1 + \xi_v \epsilon_i)^{m_i}} .$$

Note that if $m_i = 1$, then X_{vi} is zero or one and expression (40) reduces to the Bernoulli form of the preceding section.

Conditional Estimation

Let us consider the possibility of estimating the parameters ξ_v and ϵ_i . The model

¹The notation is somewhat less complex if we define: $\xi_v = \exp(\beta_v)$ and $\epsilon_i = \exp(-\delta_i)$.

(40) implies as usual the inevitable assumption of conditional independence of responses over persons and over items, given the parameters of the model. Suppose, then, that a person responds to L items. By our assumption of conditional independence, the probability that his responses will be X_{v1}, \dots, X_{vL} (which we shall write as (x_{vi})), given the parameters, is

$$(41) \quad P\{(X_{vi}) | \xi_v, (\epsilon_i), (m_i)\} = \frac{\prod_i^{\left(\begin{array}{c} m_i \\ X_{vi} \end{array}\right)} \xi_v^{\sum X_{vi}} \prod_i^{\left(\begin{array}{c} X_{vi} \\ \epsilon_i \end{array}\right)}} {\prod_i^{\left(\begin{array}{c} m_i \\ 1 + \xi_v \epsilon_i \end{array}\right)}}$$

where (ϵ_i) and (m_i) represent $\epsilon_1, \dots, \epsilon_L$ and m_1, \dots, m_L respectively. If we now denote the total score for any person as

$$(42) \quad r_v = X_{v+} = \sum_i^L X_{vi}$$

then

$$P\{r_v | \xi_v, (\epsilon_i), (m_i)\} = \sum_{r_v} P\{X_{vi} | \xi_{vi}, (\epsilon_i), (m_i)\} = \frac{\prod_i^{\left(\begin{array}{c} m_i \\ X_{vi} \end{array}\right)} \xi_v^{r_v} \prod_i^{\left(\begin{array}{c} X_{vi} \\ \epsilon_i \end{array}\right)}} {\prod_i^{\left(\begin{array}{c} m_i \\ 1 + \xi_v \epsilon_i \end{array}\right)}}$$

which can be rewritten as

$$(43) \quad P\{r_v | \xi_v, (\epsilon_i), (m_i)\} = \frac{\xi_v^{r_v}} {\prod_i^{\left(\begin{array}{c} m_i \\ 1 + \xi_v \epsilon_i \end{array}\right)}} \prod_i^{\left[\left(\begin{array}{c} m_i \\ X_{vi} \end{array}\right) \epsilon_i^{X_{vi}}\right]}$$

where the sum is taken over all collections of responses (x_{v1}, \dots, x_{vL}) such that
 $x_{v1} + \dots + x_{vL} = r_v$.

The conditional probability of a particular set of responses (X_{vi}) can be found by dividing (41) by (43) and, observing that the probability is now independent of δ_v .

$$(44) \quad P\{X_{vi}\} | r_v, (e_i), (m_i) = \frac{\prod \binom{m_i}{X_{vi}} e_i^{X_{vi}}}{\sum \left[\prod \binom{m_i}{X_{vi}} e_i^{X_{vi}} \right]} \quad \text{where the summation in the denominator is over all persons with score } r_v.$$

Clearly r_v is a sufficient statistic for δ_v and $s_i = X_{+i}$ is a sufficient statistic for e_i , so all the information about a person's ability or an item's difficulty is contained in the appropriate total score. Furthermore, given a group of persons it is now possible in principle to compute the conditional likelihood of their responses and to estimate the item difficulty parameters by conditional maximum likelihood estimation independently of the abilities. Similarly, abilities could be estimated independently of item difficulties.

Details of the conditional maximum likelihood estimation procedure for the simple logistic case (all $m_i = 1$) can be found in Wright and Douglas (1975b). Unfortunately, the conditional maximum likelihood estimation is quite sensitive to round-off errors; even an improved estimation procedure which Wright and Douglas devised failed for moderate numbers of items. There is no reason to believe that conditional estimation would be more practicable in the binomial case.

Unconditional Estimation

Even if the conditional estimation procedure could be made to work, its excessive cost would probably inhibit wide application. Recognizing the cost and instability of

conditional estimation, Wright and Panchapakesan (1969) proposed a method of joint parameter estimation for the simple logistic model. This estimation procedure has been extended to the binomial case.

Let $((X_{vi}))$ be the matrix of responses of persons 1, ..., N to items 1, ..., L, that is,

$$(45) \quad ((X_{vi})) = \begin{bmatrix} X_{11} & X_{12} & \dots & X_{1L} \\ X_{21} & X_{22} & \dots & X_{2L} \\ \vdots & \vdots & & \vdots \\ X_{N1} & X_{N2} & \dots & X_{NL} \end{bmatrix}$$

By conditional independence we have the joint probability

$$(46) \quad \Lambda = P\{((X_{vi})) \mid (\xi_v), (\epsilon_i)\} = \frac{\prod_{v=1}^V \prod_{i=1}^L \binom{m_i}{X_{vi}} (\xi_v \epsilon_i)^{X_{vi}}}{\prod_{v=1}^V \prod_{i=1}^L (1 + \xi_v \epsilon_i)^{m_i}},$$

so

$$\lambda = \log \Lambda = \sum_i \sum_v \log \binom{m_i}{X_{vi}} + \sum_v r_v \log \xi_v + \sum_i s_i \log \epsilon_i - \sum_i \sum_v m_i \log (1 + \xi_v \epsilon_i).$$

Writing $\beta_v = \log \xi_v$, $\delta_i = -\log \epsilon_i$ as in the simple logistic case gives

$$(47) \quad L = \sum_i \sum_v \log \binom{m_i}{X_{vi}} + \sum_v r_v \beta_v - \sum_i s_i \delta_i - \sum_i \sum_v m_i \log(1 + \exp(\beta_v - \delta_i)).$$

Thus

$$(48) \quad \frac{\partial \lambda}{\partial \beta_\mu} = r_\mu - \sum_i m_i p_{\mu i}, \quad \mu = 1, \dots, N,$$

$$(49) \quad \frac{\partial^2 \lambda}{\partial \beta_\mu^2} = - \sum_i m_i p_{\mu i} (1 - p_{\mu i}), \quad \mu = 1, \dots, N,$$

$$(50) \quad \frac{\partial \lambda}{\partial \delta_j} = - s_j + \sum_v m_j p_{vj}, \quad j = 1, \dots, L.$$

and

$$(51) \quad \frac{\partial^2 \lambda}{\partial \delta_j^2} = - \sum_v m_j p_{vj} (1 - p_{vj}), \quad j = 1, \dots, L.$$

Recall that all subjects with score r will have the same estimated ability $b_r = \hat{\beta}_{v_r}$ so equations (48) lead to the estimation equations

$$(52) \quad r - \sum_i m_i p_{ri} = 0, \quad r = 1, \dots, M-1$$

where $d_i^0 = \log[(N-S_i)/S_i]$. Observe that (52) has no solutions for zero and perfect scores, so they must be eliminated from the data. Similarly, (50) gives the estimation equations

$$(53) \quad s_j - \sum_r n_r m_j p_{rj} = 0, \quad j = 1, \dots, L$$

where n_r is the number of subjects with score r .

Our experience with the simple logistic model leads us to expect a dependency in these equations, and, indeed, summing (52) over r and (53) over j gives identical sums. We resolve this dependency by setting $\sum_i m_i d_i = 0$. Other constraints might be used,

but this one helps keep down rounding error during estimation; and other linear constraint can be implemented by transforming the parameter estimates obtained using this one.

It is now a simple matter to estimate the β_v and δ_i by the Newton-Raphson method. Details of the estimation process for the simple logistic case can be found in Wright and Douglas (1975b) or Wright and Mead (1975). Their procedure generalizes directly to the binomial case.

Andersen (1973a) has shown that these estimates are biased. However, Wright and Douglas (1975b) show by simulation that most of the bias can be cleared up by multiplying the d_i by $(L-1)/L$ when all $m_i = 1$. Further simulation indicates that $(M-1)/M$ is a suitable unbiaseding constant for the binomial case.

Standard Errors

In principle, asymptotic estimates of the standard errors of the parameter estimates are given by

$$SE(\theta) = [-\text{diag}\{(\partial^2 \lambda / \partial \theta^2)^{-1}\}]^{1/2}.$$

Here the matrix of second derivatives is nearly diagonal, so we take

$$\begin{aligned} (54) \quad SE(d_i) &= (-\partial^2 \lambda / \partial \theta_i^2)^{-1/2} \\ &= (\sum_r n_r m_r p_{ri} (1-p_{ri}))^{-1/2} \end{aligned}$$

and

$$(55) \quad SE(b_r) = (\sum m_i P_{ri} (1 - P_{ri}))^{-1/2}.$$

Tests of Fit

A primary benefit from having an explicit mathematical model for a process is the possibility of making rigorous tests of how well the observed data are predicted by the model. In the case of the Rasch model, the most detailed form of the data is an $N \times L$ matrix, denoted by (X_{vi}) consisting of one row for each person and one column for each item. The entry X_{vi} is the score of person v on item i . It has a range of 0 to m_i . For the most familiar Bernoulli form of the model, all m_i are equal to one.

The expected value of X_{vi} is

$$(55) \quad E(X_{vi}) = m_i P_{vi}$$

and its variance is

$$(56) \quad V(X_{vi}) = m_i P_{vi} (1 - P_{vi}).$$

Therefore, the difference between the observed score for the person and the predicted score

$$(57) \quad x_{vi} = X_{vi} - m_i P_{vi}$$

may be standardized by dividing by the estimated standard deviation.

$$(58) \quad z_{vi} = \frac{x_{vi} - m_i P_{vi}}{(m_i P_{vi} (1 - P_{vi}))^{1/2}}.$$

The sample-free property of the model suggests one strategy for organizing the residuals. Since the estimates of item difficulty should, under the model, be independent of the distribution of person ability, the difficulty estimator should be equally appropriate for all scores. In other words, we should obtain the same estimated difficulty when just the low scores are used as when the high scores are used. If we were to adjust the estimates to fit score r exactly the first adjustment for item i would be proportional to (compare to expression (29))

$$(59) \quad x_{ri} = \sum_{v \in r} X_{vi} - n_r m_i p_{ri}.$$

If we standardize by dividing by the standard deviation and square

$$(60) \quad v_{ri}^2 = \left[\frac{(\sum_{v \in r} X_{vi} - n_r m_i p_{ri})^2}{n_r m_i p_{ri} (1-p_{ri})} \right] K.$$

We obtain a chi-square statistic with one degree of freedom. The multiplier K is a correction factor, usually near one, to inflate the statistic to the equivalent of one degree of freedom. (Haberman, 1973). If all the n_r are equal and $p_{ri} (1-p_{ri})$ is nearly constant for all r and i , then K can be shown to be:

$$(61) \quad K = \frac{L(M-1)}{(L-1)(M-2)}.$$

The intuitive motivation for this can be grasped easily by noting that since i goes from 1 to L and r from 1 to $M-1$, there are $L(M-1)$ statistics v_{ri}^2 . But, having fit $L-1$ item parameters and $M-1$ person parameters, there are only $(L-1)(M-2)$ degrees of freedom available.

Since it frequently happens that some scores are not observed in a particular sample, or are very rare, the summation may also be done over score groups containing more than one score:

$$(62) \quad V_{ji}^2 = \left[\frac{(\sum_{v \in j} X_{vi} - \sum_{r \in j} n_{ri} m_{ri} p_{ri})^2}{\sum_{r \in j} n_{ri} m_{ri} (1-p_{ri})} \right] \times K$$

$$K = \frac{Lg}{(L-1)(g-1)}$$

$$i = 1, L$$

$$j = 1, g .$$

Collecting over groups, $V_{gi}^2 = \sum_{i \in g} V_{ji}^2$ gives a chi-square statistic with g degrees of freedom.

While V_{gi}^2 specifically asks the question would all score groups give the same estimate of difficulty for item i , it is possible to compute a more general statistic from expression (58). Squaring and summing over all persons gives a test statistic for the fit of item i :

$$(63) \quad NV_i^2 = \sum_v Z_{vi}^2 \left[\frac{NL}{(M-1)(L-1)} \right]$$

which is approximately distributed as a chi-square with N degrees of freedom. V_i^2 will tend to be large when different groups give different estimates of abilities (as will V_{gi}^2) and when persons in the same score group obtain their score in different ways.

A frequently mentioned alternative to the Rasch model is the logistic model containing a second item parameter, item discrimination. While this model lacks the essential measurement properties of the Rasch model, it can help conceptualize misfitting data if an index of discrimination is computed. Such an index can be derived as follows. General expression for the probability of the success of one trial is

$$(64) \quad P(X_{vi} = 1) = \frac{\text{EXP}(\lambda_{vi})}{1+\text{EXP}(\lambda_{vi})}.$$

One possible parameterization of λ is that employed by the Rasch model; i.e., $\lambda_{vi} = \beta_v - \delta_i$. A possibility for an alternative generator might include a discrimination parameter. Then the probability would be as

$$(65) \quad P(X_{vi} = 1) = \frac{\text{EXP}[\alpha_i(\beta_v - \delta_i)]}{1+\text{EXP}[\alpha_i(\beta_v - \delta_i)]}.$$

If this is the actual generator, then (64) and (65) are equal and the logits (the exponents in this application) are also equal, statistically, hence,

$$(66) \quad \lambda_{vi} = \alpha_i(\beta_v - \delta_i) + e_{vi}$$

where the residual error e_{vi} is included, because the linear model cannot account for all the variation in λ_{vi} . Since expression (64) provides a unique parameter for each person-item combination, λ_{vi} is the same as the observed logit which in most application would be estimated by:

$$(67) \quad \lambda_{vi} \approx \log \left[\frac{X_{vi}}{m_i - X_{vi}} \right].$$

However, in our case, this cannot be done when X_{vi} is either zero or m_i .

To escape this, let us rewrite (66) in terms of a residual from the Rasch model:

$$(68) \quad \Lambda_{vi} = \lambda_{vi} - (\beta_v - \delta_i) = (\alpha_i - 1)(\beta_v - \delta_i) + e_{vi}.$$

The logistic residual Λ_{vi} can be approximated from (57) by recalling that the rate of exchange between score units and logits is approximately equal to the derivative of P_{vi} with respect to $(\beta_v - \delta_i)$. This derivative is

$$(69) \quad \frac{\partial P_{vi}}{\partial(\beta_v - \delta_i)} = P_{vi}(1 - P_{vi})$$

and therefore,

$$(70) \quad \Lambda_{vi} \approx Y_{vi} = \frac{X_{vi} - P_{vi}}{P_{vi}(1 - P_{vi})}.$$

Rewriting (68) in terms of statistics which we can compute, we have

$$(71) \quad Y_{vi} = a_i(b_r - d_i) + e_{vi}$$

where $a_i = (\alpha_i - 1)$. Since with respect to item i , the difficulty d_i is constant, an index of the item's discriminating power can be computed by regressing Y_{vi} on ability.

Therefore,

$$(72) \quad a_i = \frac{\sum (b_r - b_s) Y_{vi}}{\sum (b_r - b_s)^2}$$

where $b_s = \sum_r n_r b_r / N$

and the associated sum of squares is

$$(73) \quad SS(a_j) = \frac{[\sum_v (b_{r_v} - b) Y_{v_i}]^2}{\sum_v (b_{r_v} - b)^2}$$

All the test of fit statistics presented in this section have the appearance of chi square (or mean square) variates, but recent simulation studies (Mead, 1976) show that this distribution is not exactly correct. Hence, exact probability statements about lack of fit are not possible. The chi-square distribution is a useful background against which to judge these statistics, however.

CHAPTER III

DESCRIPTION OF THE BICAL PROGRAM: ANALYSIS OF MILITARY POLICE PISTOL DATA

BICAL is a FORTRAN program designed to estimate and test the parameters in the Rasch model when written as:

$$(74) \quad P\{X_{vi} | \beta_v, \delta_i, m_i\} = \binom{m_i}{X_{vi}} \frac{\exp[X_{vi}(\beta_v - \delta_i)]}{[1 + \exp(\beta_v - \delta_i)]^{m_i}}, \quad X_{vi} = 1, m_i.$$

The observation X_{vi} represents the numbers of successes by person v in m_i trials at task i .

The capacities of the program are listed in Table 1. The number of subjects permitted is restricted only by the availability of auxiliary storage. A description of the required control cards is given in Appendix C. The military police data will be used to illustrate the program's application.

The pistol data was collected to assess the competence of MP candidates. It involved eight target presentations which differed in the distance from the marksman and the position from which he was required to fire. For the first two targets, ten shots were required; for the remaining six, only five shots. The description of the task and number of shots at each are summarized in Table 2. Table 3 shows the control cards used for this analysis.

TABLE 1

BICAL PROGRAM CAPABILITIES

Description	Symbol	Maximum Value
Number of Items	L	150
Trials on one task	m_i	35
Total number of trials	$M = \sum m_i$	1000

TABLE 2

DESCRIPTION OF THE MILITARY POLICE PISTOL DATA

Task Number	Meters to Target	Position of Marksman	Task Name	Number of Shots
1	35	Prone	35P	10
2	25	Kneel	25N	10
3	25	Strong Left	25SL	5
4	25	Strong Right	25SR	5
5	15	Kneel	15N	5
6	15	Strong Left	15SL	5
7	15	Strong Right	15SR	5
8	7	Crouch	7C	5

TABLE 3

SAMPLE CONTROL CARDS FOR RUNNING BICAL

Card Number	Card Name	Card Format	Sample from MP data
1	Title Card	(20A4)	Military Police Data-Hits Per Target
2	Input Description	(14I5)	8 25 5 45 12 2 1
3	Item Names	(20A4)	35P 25N 25SL25SR15N 15SL15SR 7C
4	Column Select	(80A1)	AA555555
5	Key	(80A1)	77333333
6	Options Labels	(5A1)	12345
7	(Data Cards)		
7a	End of Data	(A1)	*
10	End of Job	(A4)	****

Card 1, is a title card which supplies identifying information to be printed at the top of each page of output.

Card 2, the data description card, describes how the data is to be presented and handled. The data for this run are described as follows.

First, there are eight tasks, i.e., each person has eight scores to be read, as described in Table 2. Second, the groups used in tests of fit must average at least 25 persons each. This determines the number of groups that will be used. The program format is limited to six groups, but if the total number of persons divided by six is less than twenty-five (as in this case) fewer groups will be used. This value will also halt the estimation of parameters if, after editing, there are fewer than twenty-five persons remaining in the sample. If no value is provided the default value is thirty.

The third and fourth values define the range of scores to be included in the calibration sample. Only persons scoring at least five but not more than forty-five will be included. This is done because extremely high or extremely low scorers frequently behave abnormally. The scores to be excluded need to be thought through for each application, for their choice depends on the way extreme scores might occur. In achievement testing, it is usually desirable to set the lower limit somewhat above the chance level.

Fifth, the value of "12" indicates that only the first twelve columns of each record need be read. Since in this case the data is punched in columns 5 through 12, there is no need to read beyond 12.

Sixth, the "2" selects the second available calibration technique. This is the corrected unconditional method, and is chosen for this problem because of the small sample size and the asymmetrical distribution of scores.

Seventh, the "1" specifies that the data is already scored and the value to be read for each item is the person's number of hits on that target.

All remaining parameters will assume default values. This means that data input is from cards, no output will be produced except on the printer and all standard printed output will be generated.

Card 3, the item name card provides a four character name for each item read. There are eight such fields here and they are coded in the same order as the items occur on the data cards.

Card 4, the column select card serves two functions. First, any character other than blank or zero indicates that the column contains an item included in the item count (8) on the data description card and named on the item name card. An ampersand (&) causes an item to be excluded from the analysis although read and named. This facilitates dropping misfitting items with a minimum of changes to the control cards.

The column select also defines the maximum possible score (m_i) for each item. Since the fields are only one column in width, the alphabetical characters (A-Z) are used to designate the values (10-35).¹ A value larger than 35 cannot be accepted by the program as it now stands.

The interpretation of the card given in Table 3 is that no data is wanted from columns 1 to 4 of the input record. Columns five and six contain tasks which have maximum scores of 10. Columns seven through twelve contain tasks, which have maximum scores of five. This accounts for all eight items.

¹Data cards must be coded in the same way.

Card 5, the key card in Table 3 is not referenced in this run since the data is already scored (col. 35 of the data description card) but a key card must be included in the deck.

Card 6, the options label card defines up to five possible data values. The same five values apply to all items. The frequency of occurrence of each of the specified values is accumulated for each item. For this example, a table showing the number of times each target was hit 1, 2, 3, 4 or 5 times will be prepared and printed.

Interpretation of BICAL Output for MP Pistol Data

The analysis offered here is intended to illustrate interpretation of the BICAL output; it is not a definitive analysis of this particular data set. Page 1 of the output shown in Appendix B lists the control cards just discussed. This enables the user to check quickly that the analysis performed is the one intended. In addition, the first input record and the total number of records are shown to verify that the records were read correctly.

Page 2 is the alternative response frequency table that was specified by the Options Label Card 6. The "UNKN" column is the count of the frequency of any character other than the five shown. Since targets 1 and 2 could have scores from zero to ten, these tasks show a large number of unknowns. For the others, the only unknowns are the zero scores.

Page 3 reviews the editing process. For this example there were no persons with zero or fifty hits. If there had been, these persons would have been excluded from all subsequent analyses. There were eight columns selected by the column select card and eight item names were provided.

There were no persons below five and ten above forty-five leaving a total of 126 to be used in the calibration. This table would not include the zero or perfect scores noted earlier.

No items were rejected because of perfect or zero item scores. Therefore, the analysis will be done on eight tasks with 126 persons. Had items and persons been eliminated the minimum and maximum accepted scores would have been suitably adjusted.

Pages 4 and 5 are histograms for person scores and item scores. For persons, the number at each score (i.e., number of hits) is shown. This is scaled to fill the grid with the scale factor shown at the bottom. For items, the figure shows the proportion of success for each item. For instance, there were 764 successes in 1260 trials on item one. The general impression given by these graphs is that the tasks were "relatively easy" for the persons resulting in high item scores, which increase as target distance decreases, and that there is a negatively skewed distribution of person scores.

Page 6 contains the difficulty estimates and the related standard errors of calibration for each item. These are the values needed for any future application of the items. The mean difficulty (weighted by the number of trials for each item) is always zero. As expected from the histogram, the difficulties decrease as target distance decreases. The standard errors are smallest for the most difficult tasks because of the high ability of the sample. These are the tasks with difficulties most like the abilities of the persons tested and hence for which the most information was obtained.

The table also provides some statistics on the estimation process. At the top the difficulty and ability, "scale factors" indicate the amounts by which the initial log odds estimates were inflated by the normal approximation method, "PROX".

The body of the table, in addition to the difficulty estimates and their standard errors, displays the magnitude of the adjustment in the last cycle (an indication of the rate of convergence), the difficulty estimate that was returned by "PROX" and the estimate after one cycle in "UCON". These are displayed to provide experience with how PROX compares to UCON and when the less expensive estimates are good enough. In this instance, there is little difference in the estimates even though the score distribution is skewed.

Page 7 gives the conversion of raw scores to estimated abilities and the standard errors of measurement associated with each score. The test characteristic curve is a picture of the range of ability covered by these eight tasks.

Pages 8 and 9 display a variety of item fit statistics. Unlike estimates of item difficulty, the tests of fit are very much sample dependent. That an item fits for one sample does not guarantee it will fit for another. Useful interpretation of these statistics requires both familiarity with them and a thorough understanding of the tasks and sample that generated them.

The basic statistic is the overall Fit Mean Square which appears on both pages (under the heading "total" on page 8). This is simply the mean squared standard residual \sum_{vi}^2 averaged over persons. It will be large for an item if there are too many high ability persons who failed on the item and/or too many low ability persons who succeeded. What is "too large" depends on the requirements of the particular situa-

tion. The expected values and standard errors of these mean squares are 1 and $(2/f)^{1/2}$ where f is the number of groups. More than three standard errors greater than one seems to be a reasonable rule of thumb for "too large".

Two targets which have little else in common fall into this category. Target 1 is unique in several respects; it is the first in the sequence, it is at the greatest distance and is the only one that involves the prone position. All of these could be contributing to the misfit. Choosing among them would require a clinical investigation of the situation. This mean square says only that performance on this task has the weakest relation to performance on the other seven tasks. The non-significant between group mean square for this item (of 1.90) indicates that statistically equivalent estimates of difficulty would result from using either the low scorers or the high scorers for calibration.

Target 6 is not interesting in its position in the sequence and there were other targets at the same range and same position. This mean square is an index of the disagreement between the variable as defined by the item and the variable as defined by all items. The fit for this target which involved firing from the left could change if the mixture of shots from the right and left were changed. This would imply that an extraneous factor, handedness, has an influence on the outcome.

If we consider the possible effect of handedness on the difficulty of these tasks, the shots from the right side would tend to be easier for right-handed marksmen. Since eighty to ninety per cent of the sample would be right handed, a shot from the right would appear easier than the equivalent shot from the left. However, the effect is reversed for a left-handed marksman and this person would do poorly on the "easy" right handed shots and well on the "difficult" left handed shots. While this would

produce misfit over all person-task combinations, "surprising" results would tend to accumulate on the shots from the left because of the predominance of right-handed marksmen in the data. It might be eliminated by defining the shots as favored and not favored rather than left and right.

The between group mean square tests the agreement between the observed item characteristic curve and the best fitting Rasch characteristic curve as estimated by the groups selected. Five points on the observed curve are shown for each item on the left of page 8. The points shown were chosen by the program to represent groups of increasing ability and approximately equal size such that the average group size is at least 25.

The worst discrepancies between the curves are for targets 4 and 7, both of which involve firing from the right side. In particular, for target 4 score group two was seventy per cent successful while group three was only 62 per cent successful. The model predicted 64 and 73 per cent respectively. The discrepancy in proportion metric is given in the center panel of page 8. Complete understanding of the reasons for this requires greater knowledge of the effect of handedness on marksmanship but one hypothesis is that ability group three contained a preponderance of left-handed persons who do poorer than expected on shots from the right.

The remaining column on page 8 is the within group mean square. It is the misfit remaining after removing the effect of difference in the shape of the characteristic curves. It will be large and the between group effect small if the correct proportion of the group succeeded but the wrong people in the group were the ones who succeeded. It provides no information not contained in the between and the total but is a reorganization that is sometimes convenient.

The discrimination index is also closely related to the between group mean square. It is in fact the linear trend across score groups. Values larger than one indicate that the observed characteristic curve for an item is steeper than the average best fitting logistic curve for all items; values less than one indicate the curve is flatter. In this example there is no reason to suspect that the targets do not all have equal discriminations. In data simulated with exactly equal discriminations the standard deviation of the observed discriminations are frequently as large as 0.20, hence, the value observed here (0.11, from page 9) is quite acceptable.

Page 10 contains a plot of the discrepancies, standardized and squared, between the observed and fitted characteristic curves (center panel, page 8) against the probability of success for that group on that item. In this case, this plot does little to increase our understanding. It is useful with achievement tests where random guessing is a problem. In those situations large values of the z-squares are found near the chance level.

Pages 11, 12 and 13 are two-way plots of the three statistics given for each item on page 9; difficulty, discrimination and total fit mean square. There is no new information in them, but examining the plots is a convenient way to be certain not to miss any interesting results.

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APPENDIX A

BICAL OUTPUT PRODUCED BY THE MP DATA

MILITARY POLICE DATA--HITS PER TARGET

COUNTERPARAMETERS		4116P	MGRCP	PINSC	PAHSC	LFFC	RCF	RCF SCRF
		8	25	5	45	12	2	1
COLUMNS SELECTED		1	2	3	4	5	6	7
ATTACCS	

KEY ASSSESSES

FIRST SUBJECT
1755555555NUMBER OF ITEMS
ALPES. CP SUET 136

PAGE 1

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PAGE 2

MILITARY POLICE DATA--HITS PER TARGET

ALTERNATIVE RESPONSE FREQUENCIES

SEQ	ITEM	1	2	3	4	5	UNKN	KEY
1	3SP	1	4	6	6	17	13	30
2	25A	1	7	3	6	10	16	3C
3	255L	1	12	33	31	24	16	7
4	265L	1	7	10	26	47	39	6
5	15A	1	2	12	11	27	26	C
6	155L	1	4	6	16	45	65	1
7	15S	1	2	1	4	25	100	0
8	7C	1	0	0	7	24	105	1

MILITARY POLICE DATA--MITS PER TARGET

AVERAGE OF PERCENT SCORES

AVERAGE OF ITEMS SELECTED

AVERAGE OF ITEMS ANSWERED

SUBJECTS REPLIED

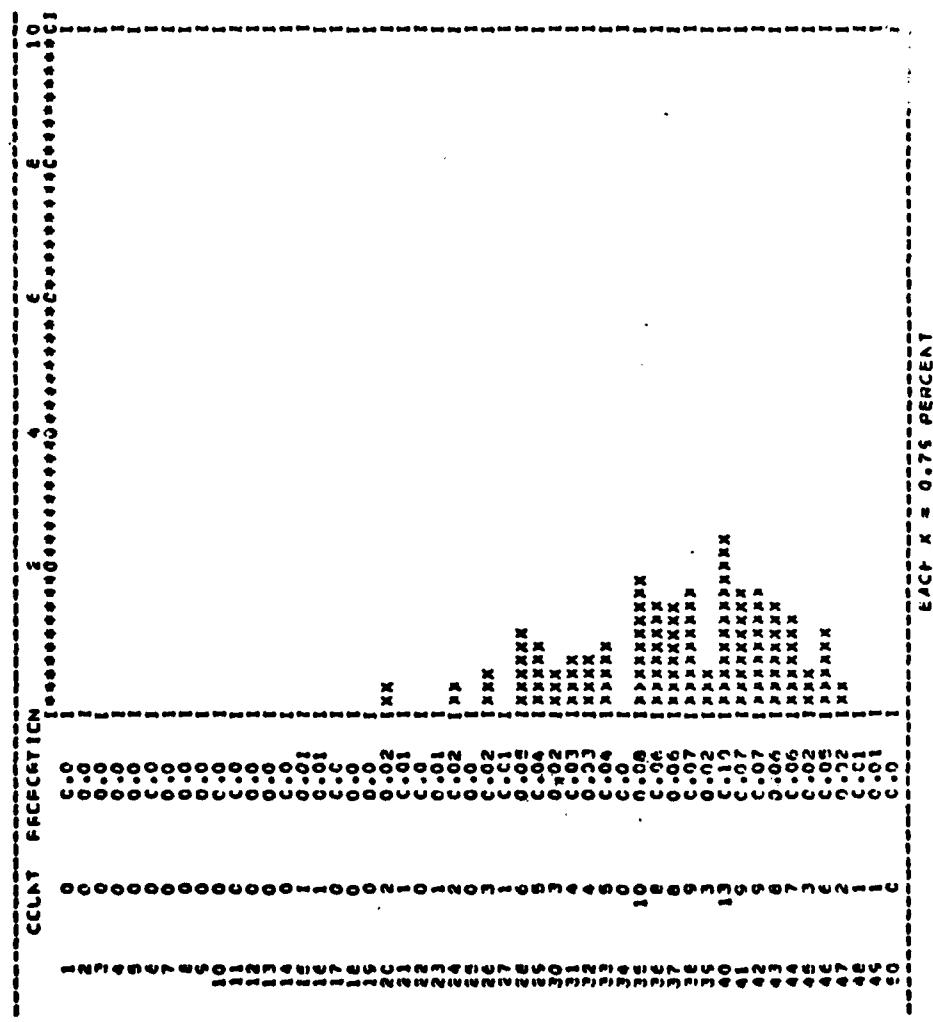
SUBJECTS REPLIED

TOTAL SUBJECTS

PREFERRED ITEMS

ITEMS DELETED = 0
ITEMS POSSIBLE = 90
ITEMS PREPARED = 126
ITEMS SELECTED = 126
MINIMUM SCORE = 45
MAXIMUM SCORE = 85

MILITARY POLICE DISTRIBUTION OF ABILITY
SCENE



PAGE 8

MILITARY POLICE DATA--HITS PER TARGET
PROCEDURE USED LCCN

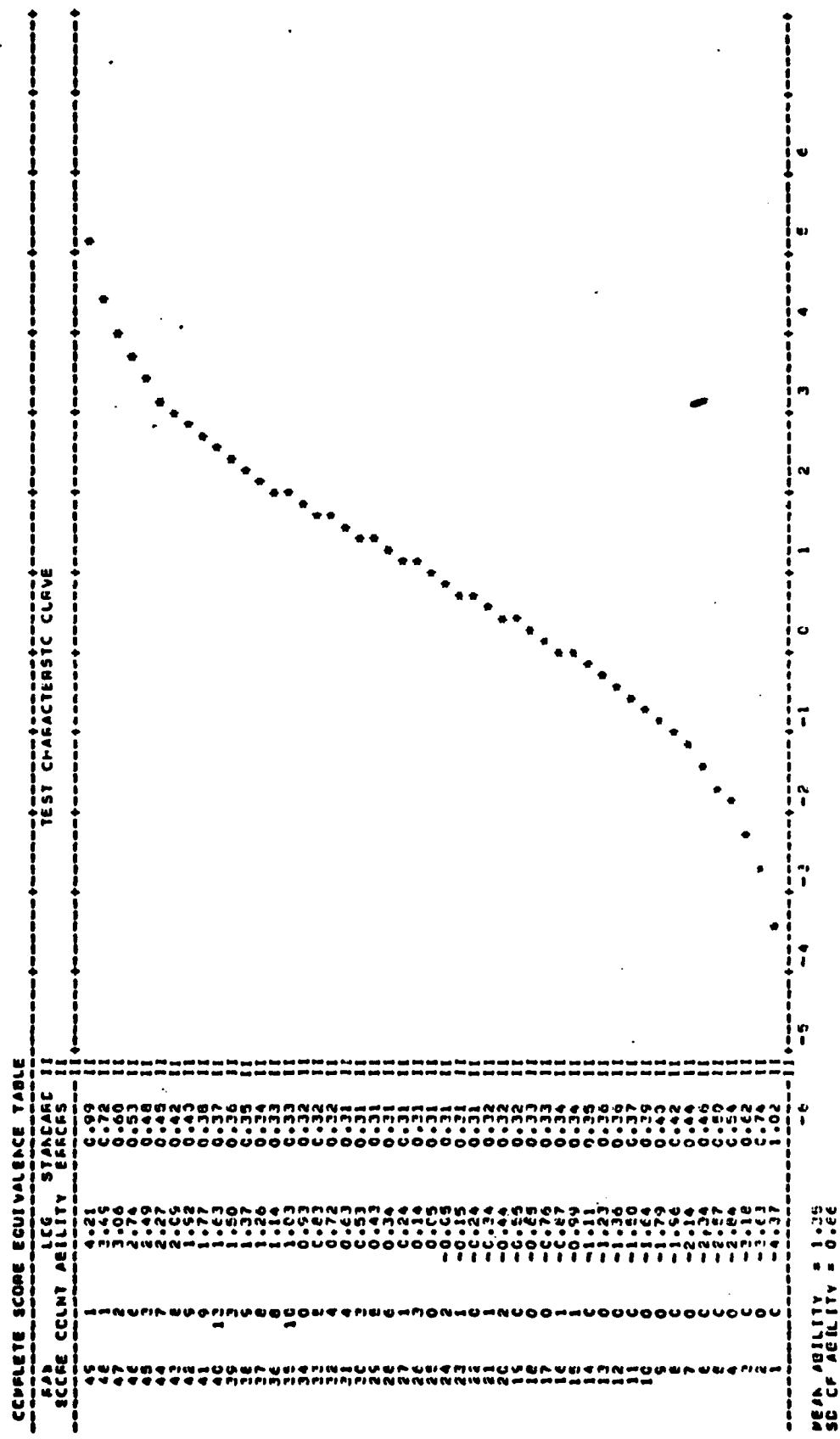
COUNT	PROPORTION	PERCENT
764	0.61	
762	0.60	
756	0.57	
446	0.47	
446	0.70	
816	0.62	
816	0.62	
817	0.59	
817	0.52	
853	0.94	
853	0.94	
		100

FACT N = 2.00 PERCENT

MILITARY SCALE FACTOR 1.115 ABILITY SCALE FACTOR 1.16
ALPHER CP ITERATIONS = 2

SEQUENCE	ITEM	ITEM NAME	STANDARD DIFFERENCE	LAST DIFFERENCE	FIRST CYCLE	SECOND CYCLE
1	258	0.718	0.061	-0.001	0.765	0.739
2	254	0.745	0.061	-0.001	0.771	0.747
3	255L	0.526	0.065	-0.002	0.955	0.928
4	255F	0.256	0.032	0.001	0.377	0.345
5	154	-0.440	0.138	0.002	-0.441	-0.441
6	155L	-0.463	0.155	0.002	-0.464	-0.464
7	155F	-1.482	0.154	0.002	-1.481	-1.481
8	7C	-1.767	0.173	0.001	-1.766	-1.766

EFFECT MEAN SQUARE = 9.002
MEAN ABILITY = 1.15
SD CP ABILITY = 0.01



MILITARY POLICE DIVISIONS ASSISTANT TARGET

SECTION C

PI COORDINATES

PAGE 8

PAGE 9

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PAGE 9

MILITARY POLICE DATA--HITS PEF TARGET ITEM 4 MASC. FCF EACH GEOFIDY VEHICLES FCF(EIGHT) (N)

200.0

160.0

120.0

80.0

40.0

0.0

1.00
0.80
0.60
0.40
0.20
0.00FACT (EIGHT)
FLAT SYMBOL 2 SEC NUMBER

POLICE STAFFORD & SECURE

PAGE 10

MILITARY POLICE DATA--HITS PER TARGET TOTAL HIT MEAN SQUARE (V) VERSUS DIFFICULTY (X)

2.0

1.0

0.0

-0.5

-1.0

-1.5

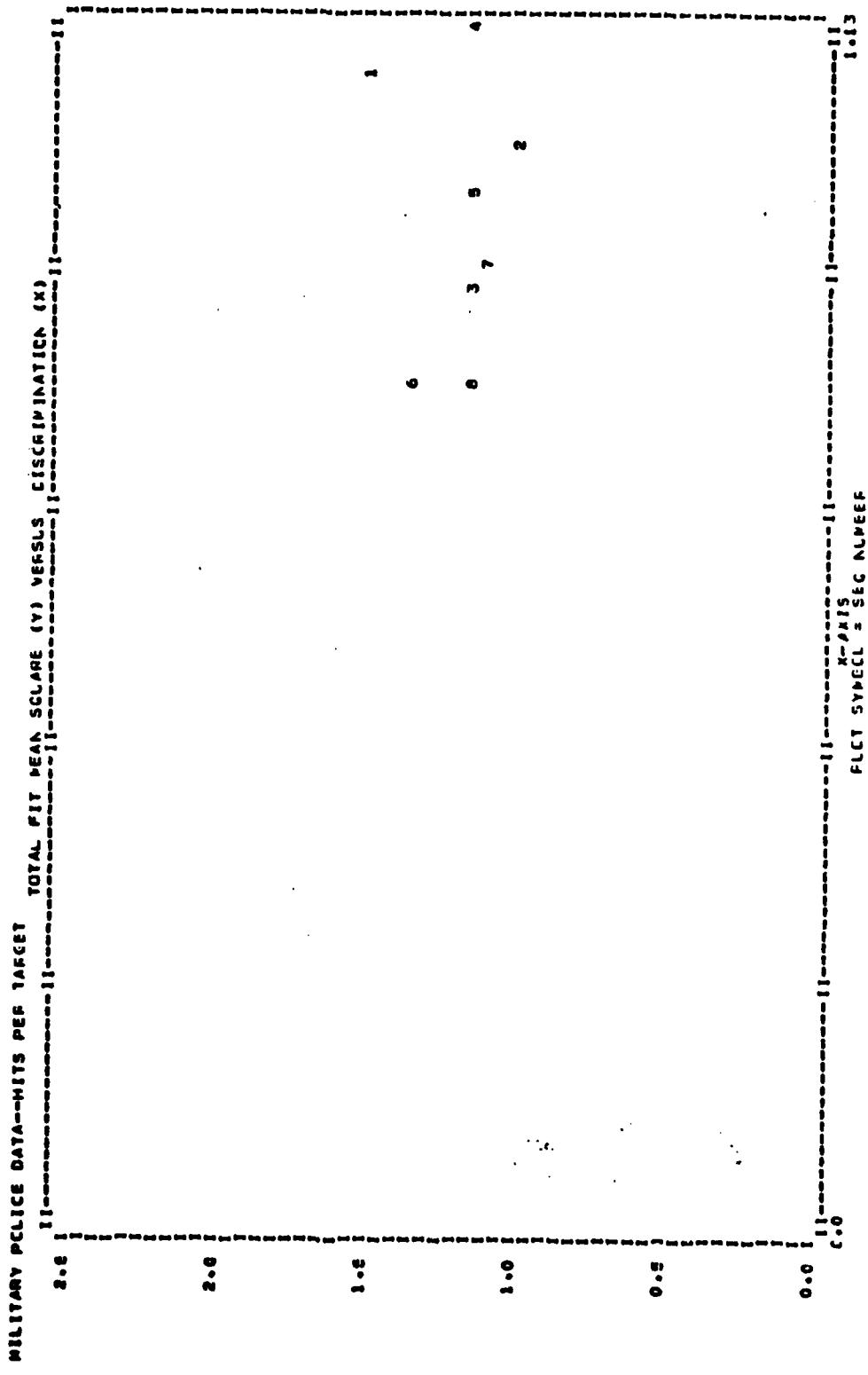
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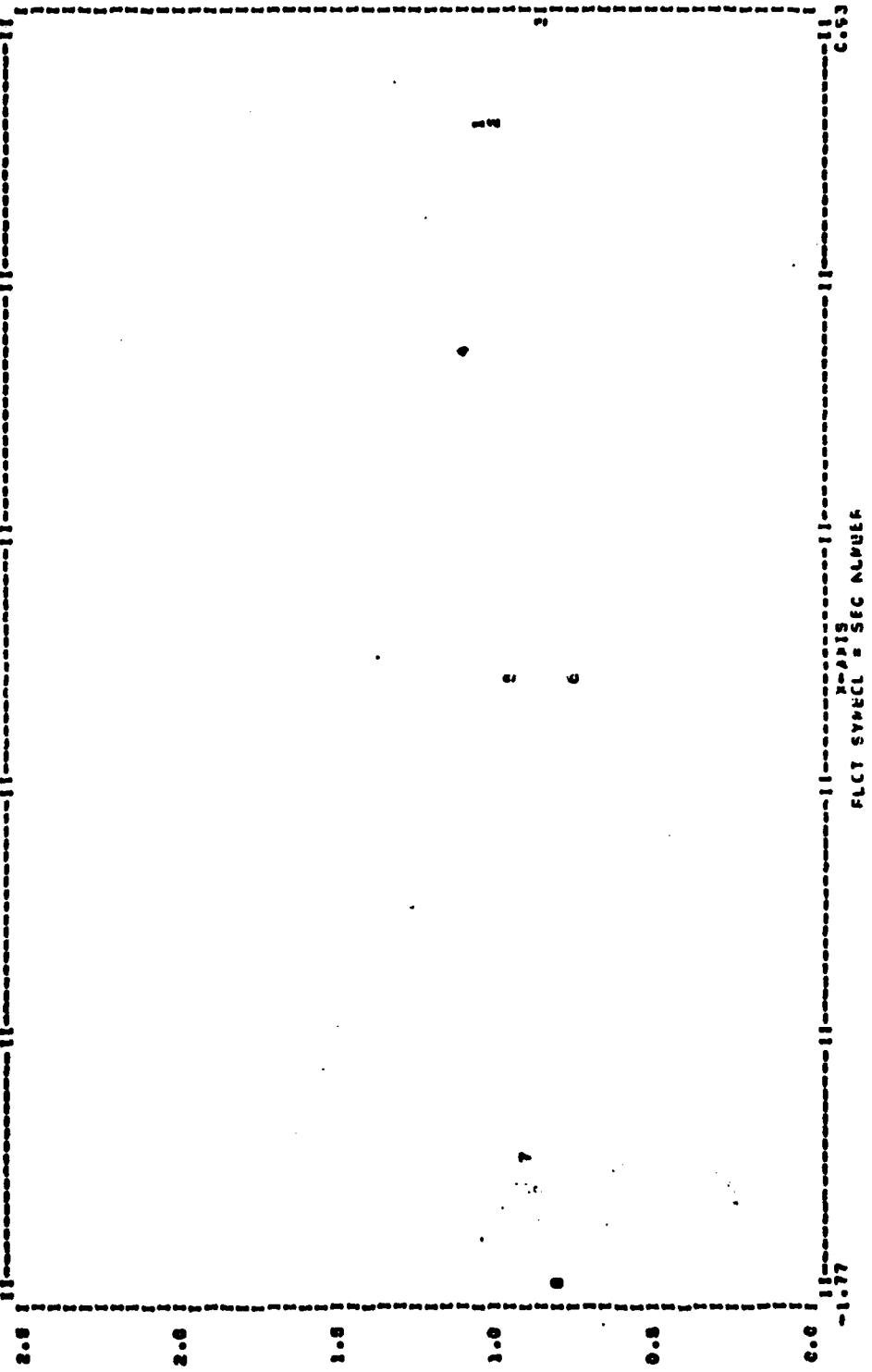
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PAGE II



PAGE 12

MILITARY POLICE DATA-PITS PER TARGET DISCIPLINATION (Y) VS DIFFICULTY (X)



APPENDIX B

BICAL SOURCE PROGRAM LISTING

PCFTPAN IV G1 RELEASE 2.0

```
0001      DATE = 76302          CC/16/35
0002      DIMENSION MATX(1300),IB(1000),IS(150),DIFF(450),ABIL(1000)
0003      DIMENSION NSEL(1000),IDATA(100),C(320),A(320),ID(150),
0004      DIMENSION ISEL(150),2(150)
0005      CCWMC NITEM,NGRP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISN(11)
0006      1'SNAME
0007      1'CALL PAGE(1,1,J)
0008      1'CALL REDCP(IDATA,1W,IS,ISEL,MATX,A,C,DIFF)
0009      1'CALL EDITD(IB,IS,ISEL,MATX)
0010      1'CALL PAGE(2,1,J)
0011      1'WRITE(1,102)
0012      1'DO 4 I=1,LREC
0013      1'    ASEL(I)=1
0014      1'    IF(ISW(10).NE.1.AND.ISW(10).NE.3)CALL RSTGM(IB,LREC,NSUBJ,GONSEL)
0015      1'    CALL PAGE(2,1,J)
0016      1'    WRITE(1,103)
0017      1'    CALL HSTGM(1S,NITEM,NSUBJ,1,ISEL)
0018      1'    CALL ESTIM(1U,DIFF,ABIL,ISEL,MATX,KCAB)
0019      1'    CALL GFPIN(DIFF,Z,IB,ISEL,NSEL,MATX,ICATA,C,IS,ABIL,A,ID)
0020      1'    CALL FITCS(Z,C,IB,ISEL,NSEL,C,IFF,ABIL,IDATA,WATX,A)
0021      1'    CALL SWFV(DIFF,A,ICATA,IS,MATX,ISEL,C,IB)
0022      1'    IF(ISW(10).GT.1) GC 1C 1
0023      1'    X=10
0024      1'    CALL GFLTR(ABIL,DIFF,IData,MATX, C,X)
0025      1'    CALL PAGE(2,1,J)
0026      1'    WRITE(1,100)
0027      1'    X=2
0028      1'    CALL FFLTR(1C,1CATA,IB,X)
0029      1'    CALL PAGE(2,1,J)
0030      1'    WRITE(1,104)
0031      1'    CALL FFLTR(A,1DATA,IB,X)
0032      1'    CALL PAGE(2,1,J)
0033      1'    WRITE(1,101)
0034      1'    DO 3 I=1,NITEM
0035      1'    IF((A(I))2,3,3
0036      2 A(I)=0
0037      3 WATX(1)=100.0*A(I)
0038      X=2.5
0039      CALL FFLTR(1C,1CATA,MATX,X)
0040      GC TC 1
0041      100 FORMAT(4CX,4.7HTCTAL FIT MEAN SQUARE (Y) VERSUS DIFFICULTY (X))
0042      101 FORMAT(40X,DISCRIMINATIION (Y) VS DIFFICULTY (X))
0043      102 FORMAT(1, SCORE,BX,DISSTIBUTIION OF FEILITY)
0044      103 FORMAT(1, ITEM,8X,DISSTIBUTIION OF EASINESS)
0045      104 FORMAT(40X,TOTAL FIT MEAN SQUARE (Y) VERSUS DISCRIMINATIION (X))
END
```

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permit fully legible reproduction

FORTRAN IV G1 RELEASE 2.0

CATE = 76302 CC/16/35

```
00C1      SUBROUTINE ABILITY (AB,D,SE,I8,ISEL)
00C2      DIVISION AB(1),D(1),SE(1),ISEL(1),IE(1)
00C3      CCWCN NITEM,NGRF,MINSC,MAXSC,LREC,ASUEJ,IC,KCAB,ISW(11)
1,SHANE(1)
1,CATA(ELK), 0./AST/.../
00C4      LLINE=C
00C5      L=ITEM
00C6      J=ITEM+LREC
00C7      C***CHANGE TO EXPONENTIAL SCALE
210      CCNTABLE
        LI=LREC-1
C***BEGON LOOP ON SCORE GROUPS
        CC 214 K=1,L1
C***BEGIN ITERATION LOOP
        DO 215 ITKE=1,E
          IX=K+L
          SE(IX)=0.0
          DC=0.0
        DC 216 I=1,L
          IF(ISEL(1))216,216,213
213      P=EXP(AB(K)-DC(1))
          P=P/(1.0+P)
C***COMPLETE SLW CF P AND M0
          SE(IX)=SE(IX)+P*(1.0-F)*ISEL(1)
          CC=DC+F*ISEL(1)
        216      CCNTABLE
          DD=(K-DD)/SE(IX)
          AB(K)=AB(K)+CC
C***CHECK OFF CONVERGENCE
          IF(LABS(DD)-0.05)>214,215,215
214      CCNTABLE
          DO 919E I=1,L1
C***FINAL ABILITIES AND STANAGC ERRORS
          IX=I+L
          919E SE(IX)=1.0/SORT(SE(IX))
C***CHANGE TO LG SCAL
          DO 920C I=1,L
            IF(ISEL(1))920C,920,9199
9199      IX=I+LREC
            SE(1)=1.0/SORT(SE(1))
          9200      CCNTABLE
C***PRINT ABILITY TABLE
          *RITE(6,200)
200      FCFWAT(.G,.74(*-*1/1* 8HSEQUENCE.JX,*PRCX .4X,*FIRST .5F 11 )$1.
1,ITEM .6X,*STANDARD ,39HLAST CIFF.JX,*PRCX .4X,*FIRST .5F 11 )$2.
1,RITE(6,201)
```

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permit fully legible reproduction

FORTRAN IV G1 RELEASE 2.0

```

      DATE = 76302          00/16/35
  201 FCNFORMAT(11,7H NUMEEN,5H DIFF 1,4H NAME,4H 1,10H DIFFICULTY,5H EXHEERRR
  1,3X10H CHANGE .3X,DIFF 0,4X,CYCLE,5F 11,74(0,-1),5E
  RCCT=0.0
  DC 4 I=1,NITEM
  IF(LISEL(I)) 4. 4. 3
  XK=XX - XINC
  K = XK
  IX=K+NITEM
  IY = I + NITEM + LHEC
  X = SE(IY)
  ROOT = ROOT + X*X
  IX = I + NITEM
  IZ = IX + NITEM
  Y = C(IZ2)
  WRITE((C,101),SNANE(I),D(I),SE(I),XCC(IXX),Y
  FORMAT(1F,16.2X4H 1,0A4,3H 1,FB.3,4XF9.3,2X3F9.3,2X3F- 11)
  101 4 CCNTABLE
  RC01=FCCT/( IC -1)
  K001=SCTR(ROOT)
  INS=0
  XTSS2=C.
  XTSS=0.
  DC 4000 NTS=1,L1
  XTSS=XTSS+IB(NTS)*AB(NTS)
  XTSS2=XTSS2+IB(NTS)*AB(NTS)*AB(NTS)
  INS=INS+1E(NTS)
  XTNS=XIS/INS
  XTSD=(XTSS2-(XTSS*XTSS)/INS)/(INS-1)
  XTSO=SCR(XTSD)
  WRITE((C,105) ROOT,ATWN,X1SD
  FCNFORMAT(1X74(0,-1)/25X18) ROOT MEAN SQUARE =.FS.3//,
  105 127X16MEAN ABILITY = F6.2/27X,SD CF ABILITY = .FE.2)
  WRITE((C,102) COMPLETE SCCRE EQUIVALENCE TABLE,1X34(0,-1),13(0,-1),
  FCNFORMAT(1) 10X,LUG STANDARD 11,20X,TEST CRFRACESTC CURVE,
  102 11/,RAW,10X,CF ABILITY ERRORS 11,1X21(0,-1),114,13(0,-1))
  K=LREC - 1
  L1 = K
  DC 10 I=1,L1
  N=(AE(K)+6,0)*7,0
  IF(N.GT.84)N=84
  IX=K+NITEM
  WRITE((C,103) K,IB(K),SE(I),ELK,J=1,N),AST
  FCNFORMAT(17,15,2F9.2,11,0E0)
  103 K=K-1
  WRITE((C,104) (I,I=1,6),XTWA,XTSD
  FCNFORMAT(1X31(0,-1),0,11,13(0,-1),17,0E0)
  104 1 -2 -1 0,617,0E0,MEAN ABILITY =.FS.2, SD CF ABILITY =.FS.3
  2 =.FS.2
  RETURN
  END
  0081
  0CE2

```

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PISCATORIUM IV 61 BEI EASE 260

DATE 276302

DATE # 76302 00/16/35

FORTRAN IV G1 RELEASE 2.0
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0CC2
0CC3
0CC4
0CC5
0CC6
0CC7
0CC8
0CC9
CC10
OC11
CC12
OC13
OC14
0015

ESTIM DATE = 76302 00/16/76
SUBROUTINE ESTIM(I1,IB,DIFF,ABIL,ISEL,SE,M)
DIMENSION IS(1),IE(1),DIFF(1),ABIL(1),ISEL(1),SE(1)
DIMENSION PROC(3)
COMMON NITEM,NGRCF,WNSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISH(11)
ISNAME(11)
DATA FCCC//PROX//,UCCN//,ERROR//
CALL PAGE(2,I,J)
WRITE(I,155) FCCC(M)
199 FORMAT(1I0,15P0)CURE USED A4
C*NCFM ALAPFRXIAMATION WETHCC
CALL FCCX(1S,1B,0IFF,ABIL,ISEL,SE,M)
CCCTC (J,1,1)N
C*CFCRECTED UNCONDITIONAL PFCDC
1 CALL UCC(1S,1G,CIFF,ABIL,ISEL,SE)
3 CCATINLE
C*COMPUTE FIANL ABILITIES AND PRINT TABLE
CALL AELTY(ABIL,DIFF,SE,1E,ISEL)
RETURN
END

PCFTRAN- IV G1 RELEASE 2.0

DATE = 76302 00/16/35

SUBROUTINE FITCS(22,B,IE,ISSEL,ISSEL,CIFF,ABIL,IDATA,WATX,A)
DIMENSION IB(11),ISLL(11),ISSEL(11),DIFF(11),AEIL(11),ICAT(11),WATX(11) 254
CIVENSICK EXT(6),VAR(6),COS(6),CWF(16),DISC(6),Z(6),STAT(2) 255
DIVERSICK ESD(4),Z(11),H(11),IGFCP(6),A(11),TCT(6),SE(6) 256
COMMNCN ITEM,NGROP,MINSC,WATSC,LREC,NSCUEJ,IC,KCAB,ISH(11) 257
1,SNAP(11) 258
CALL PAGE(2,1,1) 259
C*CLEAR ARRAYS 260
LINE=C 261
CRIT=0.1 262
DC157 I=1,6 263
Z(1)=C,0 264
CISC(1)=0,0 265
COS(1)=0,0 266
TCT(1)=0,0 267
SE(1)=0,0 268
270
197 IGFOF(J)=0 271
C*COUNT NUMBER IN EACH SCCRE GRUP 272
CC158 I=MNSC,MNSC 273
J=ISSEL(1) 274
IF(J)198,198,196 275
196 IGFOF(J)=IGRCF(J)+IE(1) 276
198 CONTINUE 277
CC155 I=1,10 278
199 CCMP(I)=C,O 279
WRITE(C,E01) 280
WHITE(C,201) 281
200 FCFMAT(I,J,18X25HITEM CHARACTERISTIC CURVE11)X27HDEPARTURE FROM EXP 282
1EECTED ICC,18X16HFT MEAN SCUAE /1X125(-.) 283
201 FORMAT(I,J,12H SEC ITEM I,2(3H 1ST 2ND 3FC 4TH 5TH 6T 284
1H J,0,12H DETN DISC PCINT 1.) 285
202 FCFMAT(I,J,12H NUM NAME I,6(6H GRCPF),21,1,6(6H GRCPF),21 1. 286
1, GROUP TOTAL INCX BISER 1./1X125(-.) 287
C**CCMP LT AVEAGE ABILTY FCF EACH SCCRE GRUP 288
X=0.0 289
CO181 I=MNSC,MNSC 290
J=ISSEL(1) 291
IF(J)181,181,182 292
182 CCMP(J)=CCWP(J)+IE(1);Z(1) 293
X=X+IB(I)*ABIL(I) 294
181 CONTINUE 295
XX/NSLBJ 296
C**STORE AVEAGE IN LCC SEVEN TO TWELVE AND CENTER LOC ONE TO SIX AT ZER 297
CO184 I=1,NGROP 298
CCWF(I)=CCWF(I)/1,CHCF(I) 299
CCWP(I+C)=CCWP(I) 300
184 CCMP(I)=CCMP(I)-X 301

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EFFECTS OF EASE 2.0

FILED DATE 3 76302

00/16/2023

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RELEASE 2.0 DATE = 76302
 00/16/35
 CPCTRAN IV GI
 CCE0
 C*STORE Z SQUARE AS AN INTEGER FOR GPLTR
 00E1
 MATX(LL)=100.0*XX
 LL=LL+NITEM
 C*COMPUTE MARGINALS OF FIT TABLE
 TCT(I)=TCT(I)+XX
 SE(I)=SE(I)+XX
 P=P+Z(I)
 CES(I)=SC/(IGFCP(I)*ISEL(LL))
 C*COMPUTE DISCRIMINATION INDEX FOR THIS ITEM
 X=CCWF(I)
 STAT(1)=STAT(1)+XX*DISC(I)*VAR(I)
 DISC(I)=(SC-EXT(I))/(IGFCP(I)*ISEL(LL))
 2 STAT(2)=STAT(2)+XX*XX*VAR(I)
 STAT(1)=STAT(1)/STAT(2)+1.0
 X=22(LL)*NSUEJ-P
 X=X/(NSUEJ-NGROF)
 P=P/NGRCP
 C*PRINT LINE OF THE FIT TABLE FOR THIS ITEM
 CALL PAGE(4,2,ONLINE)
 WRITE(6,203)LK,NAME(LK),CBS,DISCO,X,F,Z(LLK),STAT(1),BL(K)
 203 FCFNAT(1H,14,2X,A4,2H1,6(F6.2),2H1,6(F6.2),2H1,
 1ZF7,201X,2F7,2,
 C*STORE DISCRIMINATION INDEX
 AL(L)=STAT(I)
 5 CNTINLE
 DC5 I=L NITEM
 IF(ISEL(I).NE.0) GL TC 5
 IB(I)=100+2Z(I)
 5 CNTINLE
 C*COMPLETE STANDARD DEVIATION CF & SQUARES
 C1C17 I=1,NGRCP
 TCT(I)=TCT(I)/IC
 17 SE(I)=SURT((SE(I)-IC*TCT(I)*TCT(I))/(IC -1))
 C*STORE AVERAGE ABILITY FOR GPLTR
 DC10 I=1,AGFCP
 J=1+6
 10 AGIL(I)=CCMP(I,J)
 DC15 I=2,12
 15 ICATA(I)=0
 C*CALCULATE LIMITS OF EACH SCCRE GROUP
 DO 14 I=1,LREC
 J=ASEL(I)*2
 JF(J)=14-13
 14 ICATA(J)=1
 14 CNTINLE
 IDATA(I)=MINSC
 J=2*NGROUP

FORTRAN IV C1 RELEASE 2.0

CATE = 76302

00/16/35

```
0119 ICATA(J)=MAXSC  
C120 J=J-1  
0121 DO 16 I=3,J,2  
C122 ICATA(I)=ICATA(I-1)+1  
C123 CTEMP1(JCT1)=LINES  
ESD(1) = SQR(2.0/(NSUBJ-NFCP))  
ESD(2) = SORT(2.0/NFCF)  
ESD(3) = SORT(2.0/NSUBJ)  
ESD(4) = SORT(2.0/IC)  
K = NSUBJ - NGROUP  
WRITE(*,204) (IDATA(I),I=1,12), (IGRCP(I),I=1,6), K, NGFCP, NSUEJ,  
0127 1 (CCMF(I),I=7,12), (ISC(I),I=1,3), TOT, SE, (ESD(I),I=1,NGROF)  
0128 1 (FCFMAT(I,I),I=1,12), (SCCFE(I,I),I=1,12), NZ, N4, E16,  
0129 12X317, DEG CF FRUM, /13H NEAR ABILITY, 6FC.2, SX, PLLS=TCC MANY FIG  
2F10/58, MINUS=TCC MANY WFCNG, 11X3F7,2, STD ERFCR, // ERFCU MA SD, 6F6.1  
3/, SCINN SD, .6FO.1/, EXPCLD SD, .6F6.1)  
C130 RETURN  
0131 END
```

FORTRAN IV G1 RELEASE 2.0

FFLTR DATE = 76302 00/16/35

```
CC01      SUBROUTINE FFLTR  (C1IFF, ICATA, MATX, X2)
CC02      DIVISION ICATA(11), DIFF(1), ICATA(11), MATX(1)
CC03      COMMON NITEM,NGRP,MINSC,MAXSC,LREC,NSEQJ,IC,KCAB,ISW(11)
CC04      1*SKAEC(1)
CC05      DATA ICHEF/1H1,1H2,1H3,1H4,1H5,1H6,1H7,1H8,1H9,1H0,1H /,1BLK/2F
CC06      X1=X2
CC07      DWIN=0.0
CC08      DWIN=G(0)
CC09      C*#FINC LIMITS OF X AXIS
CC10      DO 4 I=1,NITEM
CC11      1  DWIN=DIFF(I)
CC12      2  IF(DIFF(I)-DWIN)1,6,2
CC13      3  DMAX=C1IFF(I)
CC14      4  CONTINUE
CC15      C*#CWPUTE SCALE FACTOR
CC16      DMAX=(CNAX-CVIN)/30.0
CC17      C*#SGRT INTC ORDER DEFINED BY CONTENTS OF MATX
CC18      CALL SFT(MATX,ICATA)
CC19      K=10DATA(NITEM)
CC20      C*#CWPUTE SCALE UNIT FOR Y AXIS
CC21      UNIT=YATX(K)/100.
CC22      IF(UNIT-X1)21,21,20
CC23      20  X1=X1*2.0
CC24      21  UNIT=X1
CC25      UNIT=UNIT/50.0
CC26      WRITE(C,1C2)
CC27      K=2*(NITEM)+102
CC28      KK=2*NITEM+1
CC29      LINE=51
CC30      C*#PRINT LABEL FOR Y AXIS
CC31      22  X11=X1+C1
CC32      C*#PRINT TEN LINES
CC33      CC 14  I=1,15
CC34      DO 96 J=KK,K
CC35      SE  MATX(J)=1BLK
CC36      97  99  K=1DATA(NIT)
CC37      X  =MATX(K)/100.
CC38      C*#DCES MATX K GO ON THIS LINE
CC39      IF(X-X1)13,5,4
CC40      5  X=DIFF(K)-DWIN
CC41      4  X=X/DMAX
CC42      C*#FINC CORRECT COLUMN
CC43      J=X
CC44      J=2*(J+NITEM)+1
```


PCFTEAR IV 61 RELEASE 2.0 GPLTR DATE = 763C2
 CC1 SUBROUTINE GFLTR(AWIL,CIF,ICATA,MATX,B,XX)
 CC2 DIMENSION ICATA(11),ABIL(11),DIFF(11),WATX(11),LINE(11,2),E(11)
 CC3 CCMNC NITEM,NGFCF,NNSC,NAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
 CC4 ISNAME(11)
 CC5 DATA ICHAR/1#1,1#2,1#3,1#4,1#5,1#6,1#7,1#8,1#9,1#0,1#1/
 CC6 CALL PAGE(12,1,1)
 CC7 WRITE(6,100)
 CC8 WRITE(6,102)
 CC9 DMAX=1.0,DMIN=.5/50.0
 CC10 KK=0
 CC11 K=1
 CC12 C*LOCATE MAX/PLM
 CC13 CC 6 I=1,NITEM
 CC14 B(I)=0.0
 CC15 CC 6 J=1,NGROUP
 CC16 IF((KK-NATX(K))>5.6.6
 CC17 KK=NATX(K)
 CC18 6 K=K+1
 CC19 X=FLCAT(KK)/100.0
 CC20 C*COMPUTE SCALE FACTOR S
 CC21 IF((X-X)>2.1
 CC22 1 X=X-C
 CC23 2 XX=X/X*50.0
 CC24 K=1
 CC25 DC 7 J=1,NGRCP
 CC26 CO 7 I=1,NITEM
 CC27 X=MATX(K)/100.
 CC28 B(I)=E(I)+X
 CC29 KK=X/X+1.
 CC30 IF((KK-50)>23.23.22
 CC31 22 KK=50
 CC32 23 WATX(K)=KK
 CC33 7 K=K+1
 CC34 NLNE=5 C
 CC35 C*POINT LABELS FC6 Y AXIS
 CC36 4 XI=(NLNE*XX)
 CC37 C*WHITE(E,104)X1
 CC38 C*FFINTEN LINES
 CC39 DC 17 ILL>1.10
 CC40 DC 8 I=1,102
 CC41 8 LINE(I)=IELK
 CC42 K=1
 CC43 C*LOCATE THROUGH GROUPS AND ITEMS
 CC44 CC 16 J=1,NGCF
 CC45 DC=AELL(J)-DMIN
 CC46 CC 16 I=1,NITEM
 CC47 KK=NATX(K)

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```

C THIS THIS THE RIGHT LINE
C IF(KK-NLNE)LE.0.1E
C   X=DO-DIFF(1)
C COMPUTE PROBABILITY CF SUCCESS
C   X=EXP(X)
C   X=X/(1.0+X)
C   X=X/XMAX
C   KK=KK+1
C*LOCATE SYMBOL FOR SEQ NUMBER
C   ISYM=1/10
C   IF(IISYM)10,10,11
10  ISYM=11
11  LINE(KK)=ICHAR(ISYM)
1F(IISYM-10)13,12,12
12  ISYM=0
13  ISYM=I-1SYM+10
1F(IISYM)14,14,15
14  ISYM=1C
15  KK=KK+1
16  LINE(KK)=ICHAR(ISYM)
1C  K=K+1
C*PRINT LINE WHEN FILLED
*WRITE(C,101)LINE
*F(1LINE)3,3,17
17  NLNE=NLNE-1
CC7C4
C*COMPUTE ITEM MEAN SQUARE FOR SUMMARY AND FFLTR
3  CC 1 LE 1*NLITEM
18  MATX(1)=1C0.0*B(1)/NLITEM
        DMAX=1.0
C*PRINT OCTIC LINES
*WRITE(C,1C2)
        WRITE(C,103) DMIN,DMAX
10C  FCNFORMAT(40X,ITEM,1H.SQ.,FCR EACH GRCUP(Y) VERSUS PRCB(RIGHT) (11))
101  FORMAT(1H 10X1H 1J2A1.1F1)
102  FORMAT(1H 1IX,5(1I1,-----),1I1)
103  FORMAT(1CXFS.2.63X,FCB(RIGHT).41XF5.2,
15CX24FLC1SYM80L = SEC NUMBER)
104  FCNFORMAT(1F4,F9.1)
        RETUR
END
CC7E
CC77

```

PCFTTRAN- IV 61 RELEASE 2.0

DATE = 76302 00/16/35

GRPIN

SUBROUTINE GRPIN(C,2,IB,ISEL,NSEL,MATX,ICATA,B,I,S,AB,A, ID)
DIMENSION NSEL(1),IB(1),ISEL(1),IS(1),ICATA(1),MATX(1),A(1)
DIMENSION D(1),ID(1),E(1),AL(1)
COMMON NITEM,NGRCF,WINSC,NAXSC,LREC,ASUEJ,IC,KCAB,ISW(11)
1*SHAVE(1)
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C*DETERMINE NUMBER OF SCORE GROUPS
24 X=NSELB/J*NGRCF
 AGRF=F
 1F(NGRCF=6)22,22,21
21 AGRF=6
 X=NSELB/J*NGRCF
 IX=NGRCF*NITEM
 DO 1 I=1,IX
 1 MATX(I)=C
 DC 2 E I=1,NITEM
 Z(I)=0.0
 A(I)=0.0
 B(I)=0.0
 SST=0.0
 SCT=0.0
 DC 2 I=1,WINSC
 2 ISEL(I)=0
 DO 3 I=1,WAXSC,LREC
 3 ISEL(I)=0
 ASC=0
 IX=X
L=1
C*DETERMINE GROUPINGS OF SCORES AS ECLAL AS POSSIBLE
DO 4 I=WINSC,NAXSC
 ASC=ASC+1E(1)
 J=(NSC-IX)*2
 1F(J)7,E,4
 1F(J-I-E(1))5,5,6
 4 ASC=I
 5 ISEL(I)=L
 L=L+1
 1F(L-NGRCF)6,29,25
 6 L=I+1
 1F(IL-NGRCF)20,30,33
 7 NSC=IB(1)
 8 ISEL(I)=L
 2 CCNTNL
 GO TO 32
29 I=I+1
30 DC 31 L=1,WAXSC
31 ISEL(L)=NGRCF
C*READ AND SCRE SCRATCH FILE
32 ISW=1

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PCFTRAN IV G1 RELEASE 2.0

DATE = 76302

GRFIN

00/16/35

```
0045      LLIW=ISW(2)
          KLIW=ISW(3)
          IFILE=ISW(4)
          IF(IFILE)IC.40.15
          IFILE=-IFILE
          ISWT=2
          CC T0.40
          ISWT=3
          NSC=0
          REAC(1,END=12) ((DATA(N),N=1,NITEM),(ID(N).N=LLIN,KLIN))
          DO 162 K=1,NITEM
          IF(ISEL(N))162,162,161
          NSC=NSC+ICATA(N)
          CCNTIALE
          GOTO (17,9,10),ISAT
          WRITE(IFILE,100)NSC,AB(NSC),(ID(N).N=LLIN,KLIN)
          9   FORMAT(14.2,70A1,(80A1))
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0C01      SUBROUTINE PAGE (P,K,L)
0C02      DIMENSION TITL(20)
0C03      CCWCRK NITEM,NGRCF,WINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISM(11)
0C04      1  NAME(1)
0C05      DATA A/*******/
0C06      GC TC ((1,2,5,6),W
0C07      1 READ(5,1C2) TITL
0C08      2 IF(TITL (1)-A)3*4*
0C09      3 READ(5,1C4) NITEM,NGRCF,WINSC,MAXSC,LREC,KCAE,NSUEJ,ISM
0C10      4 READ(5,102)(NAME(IN),N=1,NITEM)
0C11      I=1
0C12      WRITE(6,1C1) TITL
0C13      ISW(8)=NSUBJ
0C14      ISW(1C)=ISM(5)
0C15      ISW(11)=ISM(6)
0C16      IS=ISM(4)
0C17      IF((ISM(2).EQ.0).AND.(ISM(2)=1)
0C18      IF((ISM(4).EQ.0)RETURN
0C19      2  GC TC
0C20      2  I=I+1
0C21      2  WRITE(6,101) TITL
0C22      4  RETURN
0C23      4  CALL EXIT
0C24      4  IF((IS.EQ.0).AND.7
0C25      4  WRITE(6,102) TITL
0C26      4  RETURN
0C27      4  IF(L=SC)21.22.22
0C28      21 L=L+1
0C29      22 RETURN
0C30      22 L=0
0C31      I=I+1
0C32      22 WRITE(6,103)
0C33      22 WRITE(6,101) TITL
0C34      22 GC TC ((1,32,33),K
0C35      31 WRITE(6,131)
0C36      31 WRITE(6,231)
0C37      31 RETURN
0C38      32 WRITE(6,132)
0C39      32 WRITE(6,232)
0C40      32 WRITE(6,332)
0C41      32 RETURN
0C42      33 WRITE(6,133)
0C43      33 RETURN
0C44      100  FCFORMAT(C CONTROL PARAMETERS// NITER NGRCF WINSC MAXSC
0C45      101  FCFORMAT(1H1,20AA,40A,4-FAGE,13)
0C46      102  FCFORMAT(20AA)

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0047      103 FORMAT(1CX,1IC(***),53X,*TABLE CONTAINED*)
0048      104 FORMAT(1I415,411)
0049      131 FORMAT(1F*8HSEQUENCE*4F 1, '4HITEM*4F 1
0050          '1D*3X9+LAST DIFF*4F 1, '5IFSCCFE*4X5FGROUP*4X8FSTANCAR
0051          '1D*3X9+LAST DIFF*4F 1, '4HITEM*4F 1, '3X8FSTANDFC)
0052          231 FORMAT(1F*7H NUMBER*5H 1, '4HITEM*4F 1, '10FDIFFICULTY*6X8FERR
0053          '1*3X10F CHANGE*4F 1, '5HGRCP*3X7HABILITY*5X8FERRC/1X84(*-*) )
0054          132 FORMAT(1R*18X25SHITEN C1CHARACTERISTIC CURVE11x27HCEPARTURE FROM EXP
0055          '1ELECTED ICC,10X16MF IT MEAN SQUARE /1X129(*-*) )
0056          232 FFORMAT(1F*12F SEC ITEM 1,2(38F
0057          '1W 1) *1, WITH DETAIL, 'DISC POINT 1,1)
0058          332 FORMAT(1F*12H NUM NAME 1,6(1H GFCFLF) *2F 1,6(1H GFCFLF) *2H 1,
0059          '1*GFCFLF GROUP TOTAL INCX C1SER 1,*1X129(*-*) )
0060          133 FFORMAT(12X,SERIAL C1CERH,*23X,*C1FFICLTY C1CERH,*21X,*FIT C1DERH*,
0061          '1/1X125(*-*) /
0062          '1/12X,*SEC ITEM*4X*1ITEM*4X*1C1SC*4X*1 FIT*0, '1*1*2X,*PCINT*0/
0063          '2*12X,*NLV NAME*4X,*DIFF*4X,*INCX*4X,*W SC 1,1*2X,*E1SER*0/
0064          '31X,125(*-*) )
0065          END

```

0002 0003 0004 0005 0006 0007 0008 0009 000A 000B 000C 000D 000E 000F 000G 000H 000I 000J 000K 000L 000M 000N 000O 000P 000Q 000R 000S 000T 000U 000V 000W 000X 000Y 000Z

```

SUBROUTINE NENT(D, I, AB, IB, IS, NSEL, MINSC, MAXSC, IVAL, CRIT, LIV, SLM, SEL) 736.
CIMENSICN AB(1), I(1), NSEL(1)
C**NENTCN-FAFHSCN ITERATION FCNTINE 737.
TEMP=100.0 738.
CC 2 1k=1,LIV 739.
SE=0.0 740.
SUM=0.0 741.
DC 1 K=MINSC,MAXSC 742.
1F(I,IVAL) 5.5.4 743.
4 IF(NSEL(K)-IVAL) 1.S.1 744.
5 P=P*EXP(-IB(K)-D) 745.
P=P/(1.+P) 746.
SE=SE+IB(K)*P*(1.-P)+I 747.
SUM=SUM+IB(K)*P#I 748.
1 CONTINUE 749.
SSM=(IS-SUM)/SE 750.
1F(LABS(SE)) GC TEMP) GC TC 6 751.
TEMP=AUSL SSM) 752.
D=D-SSM 753.
1F(ITEMF-CRIT) 3,2,2 754.
2 CONTINUE 755.
3 RETURN 756.
16 WRITE(6,100)IK,IS,SUM,SE,SSM,TEMP,D 757.
10 100 FORMAT(1X,100)IK,IS,SUM,SE,SSM,TEMP,D
      SCRE,14.,EXF,SCCRE,0,F6,2,0, SE,0,FE,0,2,
      1,CCRFECTON,0,F6,3,0,FFEV,C0R,0,F6,3,) 758.
      SSM=SSM/2.0 759.
      CC TC 7 760.
END 761.

```

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      SUBROUTINE PRCX(I$18,DIFF,AEIL,ISEL,SE,B)
      DIMENSION IS(1),IE(1),DIFF(1),AEIL(1),ISEL(1),SE(1),
     CCWMC,NITEM,NGRF,MNSC,MAXSC,LREC,NSUBJ,IC,KCAB,ISW(11),
     ISNAME(11)
      LL1 = LREC - 1
      DCOT = 0.0
      DO 2 I=1,NITEM
      DIFF(I)=0.0
      IF(I$EL(1)=1)2,2,1
      DIFF(1)=NSUBJ*ISEL(1)-IS(1)
      CIFF(1) = ALCC(DIFF(1))/IS(1)
      DCOT = DCOT + DIFF(1)*ISEL(1)
      CCNTILE
      D = 0.0
      IX = NITEM + LREC
      DCCT = DCCT/LREC
      DC 4 I=1,NITEM
      IX = IX + 1
      IF(I$EL(1)=1)4,4,3
      DIFF(1) = DIFF(1) - DCOT
      C = C + CIFF(1)*DCOT
      SE(IX) = DIFF(1)
      CCNTILE
      DCOT = 0.0
      C = C/(2.09*(LREC-1))
      B = 0.0
      CC 5 J=1,11
      ABIL(J) = ALOG(ABIL(J)/(LREC-J))
      BCOT = BCCT + ABIL(J)*IB(J)
      B = B + ABIL(J)*ABIL(J)*IB(J)
      BCCT = BCCT/NSUBJ
      B=B-BCCT*BCOT*NSUBJ
      B=B/(2.05*(NSUBJ-1))
      C = E*C
      DCOT = 1.0 - C
      X = (1.0+C)/DCOT
      Y = (1.0+E)/DCOT
      S = SQRT(Y)
      D = SCRT(X)
      BRITEC(1) = B*D
      FORMAT(1)0 DIFFICULTY SCALE FACTOR = .F6.2
      1. ABILITY SCALE FACTOR = .F6.2
      DO 9 I=1,NITEM
      IF(I$EL(1)=1)9,6,8
      DIFF(1) = B*DIFF(1)
      Z=B*NSUBJ*ISEL(1)/IS(1)*(NSUBJ*ISEL(1)-IS(1)))
      SE(1) = SCRT(Z)
      CCNTILE
      CC 10 J=1,11
      ABIL(J)=C*ABIL(J)
      Z = C*LREC/(J*(LREC-J))
      SE(J+NITEM)=SQRT(Z)
      RETURN
      END
      
```

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REJOP DATE = 76302 00/16/36

```
0001      SUBROUTINE REJOP( IJDATA, IB, IS, ISEL, MATX, IA, ID, DIFF )
0002      DIMENSION IJDATA(1), IB(1), IS(1), ISEL(1), MATX(1), IA(1), ID(1), ICPT(5)   E66.
0003      DIMENSION ISM(3), DIFF(1)
0004      CCWNCN NITER, NGRCF, WNSC, MAXSC, LREC, NSUEJ, IC, KCAB, ISW(11)   E67.
0005      1, SNAME(1)
0006      CATA IAC/1-4/.1SM/.S...1..N/   E68.
0007      ISW1=ISW(1)   E69.
0008      IF( ISW1.EQ.0 ) ISW1=1   E70.
0009      ASUBJ=1   E71.
0010      LL1W=ISW(2)   E72.
0011      KLIN=ISW(3)   E73.
0012      C*READ CCLMN SELECT CARC   E74.
0013      READ(5,IC1) (IA(I),I=1,LREC)   E75.
0014      100 FCRMAT(BC1)   E76.
0015      C*READ KEY CAF   E77.
0016      C*READ READ(5,101)(ID(I),I=1,LREC)   E78.
0017      C*READ AC CPT(IH,LAEEL,CAF)   E79.
0018      READ(5,IC1) ICPT   E80.
0019      101 FORMAT(EC1)   E81.
0020      C*PRINT SUMMARY INFORMATION   E82.
0021      WRITE(6,2CO)   E83.
0022      KFORMAT(1F+,/,1X) ET COLUMNS SELECTED/   E84.
0023      200 FCRMAT(1F+,/1W,MR=1,8)   E85.
0024      WRITE(6,201)(W,MR=1,8)   E86.
0025      201 FCRMAT(1F+,8I10)   E87.
0026      WRITE(6,202)(IND,N=1,8),(IND,N=1,63)   E88.
0027      202 FCRMAT(1F+,1I+1,8A1,1F0,7)(9A1,1F0)   E89.
0028      WRITE(6,204)(IA(I),I=1,LREC)   E90.
0029      204 FCRMAT(1H,80A1/)   E91.
0030      WRITE(6,2C6)(ID(I),I=1,LREC)   E92.
0031      206 FCRMAT(1F+,3IKEY/I,8CA1)   E93.
0032      N=1   E94.
0033      NSC=1   E95.
0034      ISW4 = ISW(8)   E96.
0035      CALL TRANS(IA,LREC)   E97.
0036      IF( ISW4.NE.0 ) CALL TRANS(IC,LREC)   E98.
0037      C*COUNT ITEMS SELECTED   E99.
0038      DO 22 I=1,LREC   E100.
0039      KK=IA(I)   E101.
0040      IF( KK .LT. 22 ) 21, 22, 21   E102.
0041      NSC=NSC+1   E103.
0042      20 21 ISEL(N)=IC(I)   E104.
0043      IS(N)=C   E105.
0044      N=N+1   E106.
0045      22 CNTNLE   E107.
0046      N=N-NSC   E108.
0047      IC=0   E109.
0048      K=1   E110.
0049      DC 1 I=1,LREC   E111.
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0043      JX=IA(1)
0044      IF(JX)15,19,17
0045      IF((ISW4.NE.1))JX=1
0046      GO TO 18
0047      IC=IC+1
0048      IB(IC)=0
0049      DO 19 J=1,6
0050      MATX(K)=0
0051      K=K+1
0052      ALCW=0
0053      AHIGH=C
0054      C*READ AND WRITE FIRST SUBJECT
0055      READ(LIS#1,101)(ID(I),I=1,LREC)
0056      WRITE(C,205)(ID(I),I=1,LREC)
0057      205 FORMAT(1F0.12,FIRST SUBJECT/1X80A1/)
0058      ASSIGN SC TO ISIM
0059      DC$1 I=1,3
0060      IF(IC(I).NE.ISW(I)) GO TO 2
0061      COUNTABLE
0062      ASSIGN GA TO ISIM
0063      CALL RESIN(LIC,ICAT,A,CIFF,ISEL,1)
0064      2 DO 13 I=1,NITEM
0065      13 ICATA(I)=0
0066      C*SCCRE EACH ITEM
0067      K=1
0068      CC66 I=1,LREC
0069      IF((IA(I))<65,66,6
0070      6 DC 64 J=1,5
0071      C*COUNT CFTRN SELECTED
0072      IF(IC(I)-ICPT(J))64,63,64
0073      IF(C(IK-1)+J
0074      E2 GCTC65
0075      64 COUNTABLE
0076      L=6+K
0077      65 MATX(L)=MATX(L)+1
0078      K=K+1
0079      66 COUNTABLE
0080      SCCE(LIDATA,I,J,ISEL,NSC,ISWA)
0081      CALL ZERC(OFFERI1,SCORES
0082      C*DSCARD ZERO SCORES
0083      5 7 IB(NSC)=IB(NSC)+1
0084      IF(NSC-IC18,11,11
0085      C*WRITE SCATCH FILE
0086      8 WRITE(1,)(ICATA(I),I=1,NITEM),(IC(I),I=LLIV,RLIM),NSC
0087      NSUB=NSLEG+1
0088      IF(NSC-NASC)<5,87,87
0089      87 IF(NSC-MAXSC)<8,88,88
0090      C*ACCUMULATE MARGINALS FOR CALIBRATION ROUTINES

```

FORTRAN IV G1 RELEASE 2.0 REWOP DATE = 76302 00/16/35
 0005 00 DC 9 I=1,NITEM
 0006 \$ IS(I)=IS(I)+IDATA(I)
 0007 GCTC ISIN(94:95)
 0008 S4 CALL FESIN('IC',ICATA,CIFF,ISEL,2)
 0009 GCTC S6
 0010 95 CATCHALF RECORD
 0011 READ(LISH1,101,END=12)(ID(I),I=1,LREC)
 0012 C*PREAD NEXT RECORD
 0013 C*TEST FOR END OF FILE
 0014 IF(I-IC(I)-IND)2,14,2
 0015 10 NLC=NLC+1
 0016 GCTC ISIN(94:95)
 0017 11 NHIGH=NHIGH+1
 0018 GCTC ISIN(94:95)
 0019 C*PRINT SUMMARY INFORMATION
 0020 12 NSUJ=LISH-1
 0021 WRITE(E,107)NITEM,NSUBJ
 0022 107 FORMAT(/,ORIGIN OF ITEM,NSUBJ
 0023 ,15/* NUMBER OF ITEMS*/NSUJ//
 0024 ,15/* NUMBER OF SUBJECTS*/)
 0025 CALL PAGE(2,1,J)
 0026 103 FORMAT(/,10X,,ALTERNATIVE RESPONSE FREQUENCIES//
 0027 12X,SEG,1X,ITEM,EXA4*4(1XA4),2X,LAHN,3X,KEY//
 0028 22X,ALP,1X,NAME,1X,E5*1R-)
 0029 104 FORMAT(1E,1X,A4.5X,I1,6I5,10,2XA4,16)
 0030 L=1
 0031 K=K+6
 0032 C*PRINT OPTION FREQUENCY TABLE
 0033 WRITE(E,103) OPT
 0034 I=1
 0035 DC 114 N=1,LREC
 0036 IF(LISH1,I1,I2)=114,112
 0037 112 WRITE(E,106) ISAPE(I1),(MATX(K),K=L,KK),ISEL(I1)
 0038 I1,I2 KK=KK+6
 0039 I=I+1
 0040 114 COUNT INUE
 0041 WRITE(E,105)
 0042 NSC=NLC+NHIGH+NSUDJ
 0043 CALL PAGE(2,1,J)
 0044 WRITE(E,102) NLC,NHIGH
 0045 102 FORMAT(/,1X24NUMBER OF ZERO SCORES 111/1X24NUMBER OF PERFECT SC 1022//
 0046 ICRES,1E)
 0047 L=0
 0048 DO 725 I=1,LREC
 0049 KK=LISH1(I)
 0050 IF(KK) 752,725,762
 0051 752 L=L+1
 0052 IF(LISH4,NE,1) KK=1
 0053 ISEL(LI)=KK

```

FCATRAN IV G1 RELEASE 2.0

    725 CONT
      LRE
      NIT
      IC=F
      WRIT
      10C FCF
      17//,
      10S FCF
      END
      FCF
      RET
      ENC

```

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```

0001      SUBROUTINE RESIN( I0,I1,DATA,DIFF,ISEL,IV )
0002      DIMENSION I0(11),I1(11),DIFF(11),ISEL(11),ICODE(36),CCM(11)
0003      CCVWKA NITEM,NGFCP,MINSEC,MAXSC,LREC,NSUEJ,IC,KCAB,ISH(11),
0004      IC-SNAKE(1)
0005      DATA JE/, 0, IND/0 0 0 0 0 0 0 0 0 0 0/, DIFF/0 0 0 0 0 0 0 0 0 0 0/
0006      1 9 0 , A , E , C , F , G , H , I , J , K , L , M , N , O , P , Q , R , S , T , U , V , W , X , Y , Z /,
0007      2 0 0 , C , F , G , H , I , J , K , L , M , N , O , P , Q , R , S , T , U , V , W , X , Y , Z /,
0008      GC TC(1,4),V
0009      READ(5,101) WIDTH,ISLBJ,GMEAN,SD,ISEC
0010      FORMAT(F5.0,15,2F5.0,110)
0011      IF(ISEC.CT.0)ISEC=1SED
0012      WRITE(6,105)ISLBJ,GCMEAN,SD,ISEC
0013      FORMAT(10SIMULATION,CF.15.,SUBJECTS,15.,TARGET VALUES,---,
0014      1.,TEST BIRTH=,F6.3,,ABILITY MEAN =,F6.3,,STANDARD DEVIATION =,F6.3,
0015      2.,DEVIATION =,F6.3,,SEED FOR RNG GENERATOR =,110,/)
0016      WIDTH= BIRTH/(NITEM-1)
0017      AU=0.
0018      P=0.
0019      CC 10 I=1,NITEM
0020      AE=AEB+ISEL(I)
0021      P=P-1#ISEL(I)
0022      DIFF(I)=WIDTH*(1.4P/AE)
0023      I=1
0024      WRITE(6,102)I,DIFF(I)
0025      FCNAT(1,ITEM,AU,ER,15., DIFF(I))
0026      DO 2 I=2,NITEM
0027      DIFF(I)=CIF((I-1)*ICR-
0028      WRITE(6,1C2)I,DIFF(I)
0029      DIFF(I-1)=EXP(DIFF(I-1))
0030      DC 3 I=1,150
0031      IC(I)=JC
0032      ICNT=0
0033      AEW=0.
0034      IF(ICNT.LT.ISLBJ) GC TC 5
0035      ID(I)=INC
0036      AEW=AEW/ICNT
0037      WRITE(6,104)ICNT,AEW,AEW/ICNT/(ICNT-1)
0038      FCNAT(1,HO,15.,SUBJECTS SIMULATED, MEAN ABILITY =,
0039      1,F6.2, STANDARD DEVIATION =,F6.3)
0040      RETURN
0041      ICNT=ICNT+1
0042      CALL GGLN(1,CCM)
0043      C GLLN GENERATES NORMAL VARIATES WITH MEAN 0 AND VARIANCE 1.
0044      C ISSEC IS THE SEEU FOR THE GENERATOR WHICH IS READ FROM
0045      C SIMULATION DESCRIPTON CARD.

```


Capt. Carlisle to Mr. Ross re
permit fully legible recordation

PCPTRAN IV G1 RELEASE 2.0

SCRE

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```
0048      RETURN
CC49      19    CALL TRANS(IE,LREC)
0050      J=1
CC51      CC 23  I=1,LFEC
K21SEL(1)
0052      K21SEL(1)
0053      IF(K)22,23,20
0054      IF(IC(1)-KEY(J))22,21,21
0055      ASC=ASC+1
0056      ICATA(J)=1
0057      J=J+1
0058      GC TC 23
0059      IDATA(J)=0
0060      J=J+1
0061      CONTINUE
0062      RETURN
0063      CCKTINLE
0064      C THIS SPACE RESERVED FOR USED SUPPLIED LEGIC.
0065      END
0066
0067
0068
0069
006A
006B
006C
006D
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006G
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006J
006K
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Copy available to DTIC does not contain definition

FCFTRAN IV G1 RELEASE 2.0

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      5 DC 2 K=1,3
      6 AVG(K)=AVG(K)+XX(K)*ISEL(I)
      7 DO 2 L=1,K
      8 STAT(KL)=STAT(KL)+XX(K)*XX(L)*ISEL(I)
      9 KL=KL+1
     10 IF((ISW(7))=22,22,21
     11 WRITE(7,103)J,SNAN(I),XX
     12 FORMAT(13,A4,JF7.3)
     13 CONTINUE
     14 KL=I
     15 X= 1C-1
     16 C* *COMPLETE MEANS, STANDARD DEVIATIONS AND CORRELATIONS
     17 DC 3 I=1,3
     18 AVG(I)=AVG(I)/ LREC
     19 DC 3 J=1,I
     20 STAT(KL)=(STAT(KL)-LREC *AVG(I)*AVG(J))/(LREC-1)
     21 3 KL=KL+1
     22 KL=1
     23 CO 4 I=1,2
     24 K=(I*(I+1))/2
     25 XX(I)=SGFI(STAT(K))
     26 CO 4 J=1,1
     27 STAT(KL)=STAT(KL)/(XX(I)*XX(J))
     28 4 KL=KL+1
     29 WRITE(6,102) AVG,XX,STAT(2),STAT(4),STAT(5)
     30 102 FCFMAT(1:X,119(1H-),/ 6X,MEAN,3FB*2,EX,*,CORRELAT,1255,
     31 10N,EX,DIFF#C1SC=,FC,2,EX,CIFF#NSC=,FC,2,EX,CISC#NSC=,FC,2,EX
     32 RETURN
     33 END

```

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SFT

00/16/35

```
0001      SUBROUTINE SRTRWATX( IDATA )
0002      DIMENSION MATX(11),ICATA(11)
0003      COMMON NITEM,NGRCF,WNSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0004      I,NAME(11)
0005      C*ASRT CCNTENTS OF MATX. STORE CRDER IN ICATA
0006      DO 1 I=1,NITEM
0007      1 IDATA(I)=I
0008      DO 2 I=1,NITEM
0009      2 DO J=1,NITEM
0010      IX=ICATA(I)
0011      JX=ICATA(J)
0012      IF(MATX(JX)-MATX(IX))3,30,30
0013      3 ICATA(I)=JX
0014      30 CONTINUE
0015      2 CCNTNL
0016      END
```

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```
0001      SUBROUTINE TRANS( IA,LENG )
0002      DIMENSION IC(11),ICCE(36)
0003      COMMON NITEM,NGRCF,WNSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0004      I,NAME(11)
0005      ICCE(1)=0
0006      ICCE(2)=0
0007      ICCE(3)=0
0008      ICCE(4)=0
0009      ICCE(5)=0
0010      ICCE(6)=0
0011      ICCE(7)=0
0012      ICCE(8)=0
0013      ICCE(9)=0
0014      ICCE(10)=0
0015      ICCE(11)=0
0016      ICCE(12)=0
0017      ICCE(13)=0
0018      ICCE(14)=0
0019      ICCE(15)=0
0020      ICCE(16)=0
0021      ICCE(17)=0
0022      ICCE(18)=0
0023      ICCE(19)=0
0024      ICCE(20)=0
0025      ICCE(21)=0
0026      ICCE(22)=0
0027      ICCE(23)=0
0028      ICCE(24)=0
0029      ICCE(25)=0
0030      ICCE(26)=0
0031      ICCE(27)=0
0032      ICCE(28)=0
0033      ICCE(29)=0
0034      ICCE(30)=0
0035      ICCE(31)=0
0036      ICCE(32)=0
0037      ICCE(33)=0
0038      ICCE(34)=0
0039      ICCE(35)=0
0040      ICCE(36)=0
0041      IC(1)=1
0042      IC(2)=2
0043      IC(3)=3
0044      IC(4)=4
0045      IC(5)=5
0046      IC(6)=6
0047      IC(7)=7
0048      IC(8)=8
0049      IC(9)=9
0050      IC(10)=10
0051      IC(11)=11
0052      IC(12)=12
0053      IC(13)=13
0054      IC(14)=14
0055      IC(15)=15
0056      IC(16)=16
0057      IC(17)=17
0058      IC(18)=18
0059      IC(19)=19
0060      IC(20)=20
0061      IC(21)=21
0062      IC(22)=22
0063      IC(23)=23
0064      IC(24)=24
0065      IC(25)=25
0066      IC(26)=26
0067      IC(27)=27
0068      IC(28)=28
0069      IC(29)=29
0070      IC(30)=30
0071      IC(31)=31
0072      IC(32)=32
0073      IC(33)=33
0074      IC(34)=34
0075      IC(35)=35
0076      IC(36)=36
0077      IF(K.NE.ELK) GC TC 14
0078      14      IA(1)=-1
0079      GC TC 16
0080      DO 17 J=1,36
0081      17      IF((K-1)CCCE(J))17,16,17
0082      16      IA(1)=J-1
0083      GC TC 18
0084      CCNTNL
0085      IA(1)=C
0086      CCNTNL
0087      RETURN
0088      END
```

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UCUA

SUBROUTINE UCON(S,M,D,AB,ISEL,SE)

INTEGF R(11),S(11),ISEL(11)

DIVESTACK D(11),AB(11),ISEL(11)

COMMON VITEM,NGRD,MINSC,MAXSC,LREC,NSUJ,IC,KCAB,ISH(11)

! SHAPE(11)

LINITEN

L1=LREC-1

CX=LREC

CX=DX/L1

CC=155 I=1,L

IF(I

D(11)=D(11)+DX

CCNTALE

DO 200 I=1,10

ATEN = IT

CRIT=0.0

CEN=0.0

DC 201 I=1,L

IF(I

CALLADBT(D(11),ISEL(11),AB,E,S(11),NSUJ,VIASC,MAXSC,0,0E,10.00,P)

CEN=CER+D(11)*ISEL(11)

SE(1)=F

201 CCNTALE

CEN=CER+LREC

CC 212 I=1,L

D(11)=D(11)-CEN

IY=I+L4LFE

IF(I

CRIT=CFI+AVS(D(11)-SE(IY))

212 CCNTALE

IF(I>IT,G>1,1 GO TO 205

DO 204 I=1,L

IF(I

D(1+2*I+1EN)=D(11)/DX

202 CCNTALE

2CE IF((CRIT/IC)-0.028)>330,1999,1999

1999 DO 214 K=VASC,MAXSC

DC 215 ITK=1,E

IY=K+L

SE(IY)=0.0

CC=0.0

DC 216 I=1,L

IF(I

P=EXF(SB(K)-C(I))/P

P=P/(1.0+F)

SE(IY)=SE(IY)+P*(1.0-P)*ISEL(11)

DC=DD+f*ISEL(11)

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```
214 CONTINUE  
      CC=(K-CC)/SE(IX)  
      AB(K)=AB(K)+CC  
      IF(ABS(CC)-0.05)>214.215.215  
215 CONTINUE  
216 CONTINUE  
217 IX=L+LREC  
     CC=2001-1.L  
218 IX=IX+1  
     SE(IX)=D(1)  
219 CONTINUE  
220 IX=L+LREC  
     CC=LREC-1  
     CD=DC/LREC  
     IT=LREC-1  
     DC=J32 IT-1.L  
     IX=IX+1  
     SE(IX)=D(1)-SE(IX)  
     C(1)=D(1)/DX  
     WRITE(*,100)ITER  
     FORMAT(*,100)ITER  
     NUMBER OF ITERATIONS = ..IT.  
100 RETURN  
END
```

APPENDIX C

BICAL CONTROL CARDS

<u>Position</u>	<u>Name</u>	<u>Format and Description</u>
1	Title card	(20A4) Descriptive heading to be printed at the top of each page of output
2	Data Definition	(1415)
	<u>C C</u>	<u>Label</u>
	1 - 5	NITEM
		Definition Total number of items to be read before deletions. This is equal to the number of non-zero entries on the column select card and is the number of item names expected.
6 - 10	NGROP	Smallest allowable average group size for testing item fit. This is used to determine the number of score groups. The same value is used to terminate execution before estimation if the total number of subjects is less than NGROP.
11 - 15	MINSC	Minimum score to be included in the calibration sample.
16 - 20	MAXSC	Maximum score to be included.
21 - 25	LREC	Number of columns in the input record to be scanned. It must be large enough to cover all columns containing items and also to skip any extra cards in the subject record.

26 - 30	KCAB	Calibration code 1 = Normal approximation method, should be used with long tests and symmetrical distribution of scores. 2 = Corrected unconditional maximum likelihood estimation. Should be used with shorter tests and skewed distributions.
31 - 35	KSCOR	Scoring code b,0 = score dichotomously according to KEY 1 = data already scored 2 = score dichotomously, correct if $X \leq KEY$ 3 = score dichotomously, correct if $X \geq KEY$
36 - 40	INFLE	Alternative input file unit number b,0 = Unit 5.
41 - 45	LLIM	Alternative output file--start of identification field in record
46 - 50	KLIM	Alternative output file--end of identification field in record. If LLIM and KLIM are 1 and LREC the entire record will be copied as the identification.
51 - 55	NUFLE	Alternative output file logical unit number. For each valid input record, a new record will be generated containing raw score, scaled ability in logits and the identification field defined by LLIM and KLIM.
56 - 60	KPTRR	Control switch for optional output b,0 Print all plots 1 Omit score histogram 2 Omit Fit plots 3 Omit both
61 - 65	KSIM	Print simulated persons if > 0

66 - 70	KDIFF	Punch item statistics on unit 7. Output insists of item sequence number, item name, difficulty, discrimination and total fit mean square. Format is (13,A4,3F7.3).
3.	Item Name Card(s)	(20A4) A four character alphanumeric name for each of the "NITEM" items.
4.	Column Selection	(80A1) A record identical in size to each person's record indicating how the data in that position is to be used. For each position b,0 = skip column 1-9 = include item in corresponding column. Maximum allowable code is 1-9 as given. A-Z = include item in corresponding column. Maximum allowable code is 10-35 (A=10, etc.) & = delete item in corresponding column after reading names.
5.	Scoring Key	(80A1) Corresponds to perfect input record. It must be included regardless of KSCOR.
6.	Options Label	(5A1) Identifies up to five option labels for which the number of occurrences will be counted for each item.
(7)	Data cards	
(7a)	End of Data	* in col. 1.
(8)	Simulation header	SIMULATE in columns 1-8 causes program to simulate data rather than read. If included it must be followed by

(9)	Simulation task description card	(F5.0,15,2F5.0,110)
	<u>C.C.</u>	<u>Label</u>
	1 - 5	WIDTH
	6 - 10	ISUBJ
	11 - 15	GMEAN
	16 - 20	SD
	21 - 25	ISED
(10)	End of job	**** in columns 1-4 Program will keep recycling looking for new problems until this card is encountered. As many jobs as desired may be stacked.

University of Chicago JCL

```
//iiii JOB (valid UC job card) ,RE=129K
// EXEC PGM=BICAL
//STEPLIB DD DSN=$2DD130.S05.DATA(BICAL) ,DISP=SHR
//FT01F001 DD UNIT=SYSCR,DISP=NEW,SPACE=(TRK,(5,1))
//FTxxF001 DD alternative input file description
//FTyyF001 DD alternative output file description
//FT07F001 DD SYSOUT=B,DCB=(RECFM=FB,BLKSIZE=80)
//FT06F001 DD SYSOUT=A,DCB=(RECFM=FA,BLKSIZE=133)
//FT05F001 DD*
```

The FT05 card is followed by the first job card. Cards FTxx, FTyy and FT07 are not always required.

Include FTxx if input records are not on cards. The xx should be replaced by the value of INFLE coded on the data description card (cc 36-40).

Include FTyy if a new output is to be produced. The yy should be replaced by the value of NUFLE (cc 51-55).

Include FT07 if item data is to be punched, (cc 66-70).